The Self-Evaluation Package is process-oriented. The documentation provides for an assessment of the current status of policies, procedures, forms, and publications, as well as documentation of the results of analyses, plans, and time-frames for corrective actions. The 16 individual packets contained in this Self-Evaluation Package can be distributed to specific officers or individuals responsible for programs or activities covered by the regulations. All packets are similar in their introductions, planning guides, and projection of corrective action section, but each contains different work sheets for analysis and documentation appropriate for that particular unit. Each packet also contains a copy of the sections of the Title IX regulations applying to that unit or program. The total Self-Evaluation Package offers institutions of higher learning a tool for completing the self-analysis and documentation required by law, and requires no initial training of staff to be implemented. Individual packets apply to: president's office and affirmative organizations; student recruitment; student health services; student housing; organizations; student recruitment; student health services; student housing; counseling and testing; placement office; graduate studies; admissions and records; business; athletics; women's athletics; health, physical education and recreation; personnel services; and deans of academic colleges. (LBH)
SELF-EVALUATION PACKAGE


Judith M. Gappa, Ed. D.
Ann M. Jauquet
Barbara M. Ragan

Affirmative Action/Equal Opportunity Programs
Utah State University
Logan, Utah

January, 1976
Though implementing regulations for Title IX of the Education Amendments of 1972, require institutions of higher education to perform a self-evaluation of their current policies and practices regarding students and potential students, the regulations themselves do not contain guidelines for how the self-evaluation is to be done. Thus, institutions are faced with 1) interpreting the regulations, 2) assigning sections of the regulations to appropriate individuals and offices, and 3) designing the scope and format for the analysis.

In developing the Self-Evaluation Package, the staff of the Affirmative Action/Equal Opportunity Office felt that those offices most closely associated with student services and educational programs and activities were the most able to provide the necessary information, while the Affirmative Action/Equal Opportunity Program staff was the most knowledgeable about the new regulations. Development of the Self-Evaluation Package was a collaborative effort by the Affirmative Action/Equal Opportunity Office, consulting with appropriate departments as necessary. The entire package was reviewed and endorsed by the campus Status of Women Committee. Guiding principles in the development were to make the self-evaluation work sheets simple, yet complete; and to perform the dual function of educating the campus community as to the provisions of the law while collecting and analyzing the necessary information to be in compliance with the law.

The Self-Evaluation Package is process oriented. The first section of each packet provides for an assessment of the current status of policies, procedures, forms, and publications. The role of the Affirmative
Action/Equal Opportunity Office at this stage is to provide assistance to units involved in gathering information and completing work sheets. The second section of each packet serves to document the results of analyses and plans and time frames for corrective actions. The role of the Affirmative Action/Equal Opportunity Office in this stage is one of assisting and coordinating, so that corrective action plans in one area of the University will not conflict with plans in another. It is also the function of the Affirmative Action/Equal Opportunity Office and Advisory Councils to review analyses and corrective action plans to ensure that the University is in compliance with the law and its implementing regulations.

The Self-Evaluation Package contains 16 individual packets for distribution to specific offices/individuals who are responsible for programs or activities covered by the regulations. All packets are similar in their introductions, planning guides and projection of corrective action sections. However, each packet contains different work sheets for analysis and documentation appropriate for that particular unit. Each packet also contains a copy of the sections of the regulations applying to that unit or program. The total Self-Evaluation Package provides institutions of higher education with a tool for completing the self-analysis and documentation required by law, and requires no initial training of staff to be implemented.

It is recommended that men and women work together on each packet to complete analyses and project corrective actions; and that the Equal Opportunity Office or designated responsible individual on each campus serve as a coordinator and consultant to units involved, and subsequent
to completion of the packet, review and maintain documentation and monitor progress in implementing corrective action plans.
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Affirmative Action/Equal Opportunity Office

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Student Recruitment

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Student Housing

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Admissions and Records

Business

Athletics

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Dissemination of Policy and Designation of Responsible Employee
Adoption of Grievance Procedure

Forms in Use
Financial Aids Analysis
Sex-Restricted Financial Aids Policy and Procedures

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Forms in Use
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Publications/Brochures Evaluation Form
Worksheets in Packet #1

1A: Dissemination of Policy and Designation of Responsible Employee

1B: Adoption of Grievance Procedure

1C: Publications/Brochures Evaluation Form
PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:
Affirmative Action/Equal Opportunity Office
Utah State University
November 1975
Introduction

Unit: _______________________________________________________________________
Person Responsible: _______________________________________________________________________
Date Packet Distributed: _______________________________________________________________________
Projected Date of Completion of Packet: _______________________________________________________________________
(All packets must be returned to the Affirmative Action/Equal Opportunity Office)

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<td>Section II: Results of Analyses and Corrective Action Projected</td>
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<tr>
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Instructions

The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX. Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by
The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units assistance with the projection of appropriate corrective actions, it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office. AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED, All sections of all packets are to be completed by

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.
§ 868 Designation of responsible employee and adoption of grievance procedures.

Each recipient shall designate at least one employee to coordinate its efforts to comply with and carry out its part, including any implementation of any complaint complaint of such recipient alleging its noncompliance with this part or alleging any actions which would be prohibited by this part. The recipient shall notify all its students and employees of the name, office address and telephone number of the employee or employees appointed pursuant to this paragraph.

Complaint procedures of recipient.

A recipient shall adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by this part.


§ 869 Dissemination of policy.

(a) Notification of policy. (1) Each recipient shall implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that is required by title IX and this part not to discriminate in such a manner. Such notification shall contain such information, and be made in such manner, as the Director finds necessary to apprise such persons of the protections against discrimination assured them by title IX and this part, but shall state at least that the requirement not to discriminate in education programs and activities extends to employment therein, and to admission thereto unless Subpart C does not apply to the recipient; and that inquiries concerning the application of title IX and this part to such recipient may be referred to the employee designated pursuant to § 868, or the Director.

(2) Each recipient shall make the initial notification required by paragraph (a)(1) of this section within 90 days of the effective date of this part or of the date this part first applies to such recipient, whichever comes later, that notification shall include publication in: (1) Local newspapers; (ii) newspapers and magazines operated by such recipient or by student, alumnai, or alumni groups for or in connection with such recipient; and (iii) memoranda or other written communications distributed to every student and employee of such recipient.

(b) Publications. (1) Each recipient shall prominently include a statement of the policy described in paragraph (a) of this section in each announcement, bulletin, catalog, or application form which it makes available to any person of a type described in paragraph (a) of this section, or which is otherwise used in connection with the recruitment of students or employees.

(2) A recipient shall not use or distribute a publication of the type described in this paragraph which suggests, by text or illustration, that such recipient treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by this part.

(c) Distribution. Each recipient shall distribute without discrimination on the basis of sex each publication described in paragraph (b) of this section, and shall apprise each of its admission and employment recruitment representatives of the policy of nondiscrimination described in paragraph (a) of this section, and shall require such representatives to adhere to such policy.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374, 20 U.S.C. 1681, 1682)
Section I
Analysis, Description and Planning Guide

Unit: ____________________________________________

Person Responsible: ____________________________________________

Persons Completing the Analysis: ____________________________________________

Comments: (If applicable, include in your comments a general description of analyses and activities already underway or completed.)

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement

☐ Attached
☐ Non-existent
☐ Not Applicable
☐ Being developed; will be provided by __________________________ (date)

2. Current operating procedures

☐ Attached
☐ Not applicable
☐ Being developed; will be provided by __________________________ (date)

3. Forms in use

☐ Attached
☐ Not applicable; no forms exist
☐ Forms being revised; will be provided by __________________________ (date)

4. Publications in use

☐ Attached
☐ Not applicable; no publications exist
☐ Being developed; will be provided by __________________________ (date)

5. Worksheets

☐ Attached
☐ Not applicable
☐ Being developed; will be provided by __________________________ (date)

Signature __________________________ Date __________________________
Worksheet #1A
Dissemination of Policy and Designation of Responsible Employee
Unit: President's Office/Affirmative Action/Equal Opportunity Office

Checklist

1. President designates name, office address and telephone number of employee responsible for institutional compliance with Title IX.
   - Name
   - Title
   - Office Address
   - Telephone Number

☐ 2. Policy statement developed (please see attached example of policy statement, page 11).
   - Completion Date

☐ 3. Policy statement disseminated to the following:
   - a. Department and division heads throughout the university for distribution to all their employees.
      - Completion Date
   - b. All students at the university
      - Completion Date
   - c. Recruitment sources which assist the university in locating prospective employees for the university.
      - Completion Date
      - Mailing list attached.  Yes.  No
   - d. Principals of all publicly-operated secondary schools within the state.
      - Completion Date
4. Request that university policy statement be published by editors of the following publications:

- **a. Student newspaper**
  
  Name of publication ____________________________
  
  Date published ____________________________

- **b. Staff newsletter**
  
  Name of publication ____________________________
  
  Date published ____________________________

- **c. Any newspaper or magazine in which the university advertises employment openings or other news (includes local and major state newspapers)**
  
  Name of publication ____________________________
  
  Date published ____________________________
  
  Name of publication ____________________________
  
  Date published ____________________________
  
  Name of publication ____________________________
  
  Date published ____________________________

5. Request to all university editors that equal opportunity clause appear consistently in any newspaper or magazine published by the university. (Sample statement: "Equal employment opportunity is for all university employees and students regardless of race, national origin, religion, sex, or age." For information, contact [Name], [Location], Phone Number [Phone Number].

Completion date ____________________________

(Attach a list of university publications in which the equal opportunity clause will appear.)
Dissemination of Policy and Designation of Responsible Employee
Unit: President's Office/Affirmative Action/Equal Opportunity Office.

6. Provide all university editors with:


b. Worksheet entitled "Publications/Brochures Evaluation Form" to be completed by editors.

<table>
<thead>
<tr>
<th>Editors</th>
<th>Completion Date</th>
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SAMPLE

Equal Educational Opportunity Policy

(Name of Institution) is committed to providing equal educational and employment opportunity regardless of sex, marital or parental status; race, color, religion, age, or national origin. Title IX of the Educational Amendments of 1972, prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance by way of grant, contract, or loan. Title VI of the Civil Rights Act of 1964, is similar in its prohibition of discrimination on the basis of race, color, or national origin. Equal educational opportunity includes: admission, recruitment, extracurricular programs and activities, housing, facilities, access to course offerings, counseling and testing, financial assistance, employment, health and insurance services, and athletics. (Name of Institution)

is also committed to equal opportunities for the physically or mentally handicapped, in compliance with federal regulations.

Responsibility for equal employment and educational opportunity throughout the University rests with the President. The President has appointed (Name) and has assigned responsibility to her/him for promoting and encouraging progress in meeting the University's equal opportunity goals. All grievances, questions or requests for information should be referred to (Name)

(Location) (Phone Number)
"The two principal functions of the grievance procedure are to determine whether institutional error has occurred and if so, what constitutes an appropriate redress for the grievant. Differences in institutional size, mission, student body, finances, mix of present employees, and attractiveness to potential employees dictate that each institution establish its own policies and procedures."

1. Does your institution maintain a written grievance procedure which is available to

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<th>Yes</th>
<th>No</th>
<th>Attached</th>
<th>Being Developed</th>
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<tr>
<td>a. Faculty?</td>
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<td>b. Professional staff?</td>
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<td>c. Non-professional staff?</td>
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<tr>
<td>d. Students?</td>
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<tr>
<td>e. Applicants for staff or faculty positions?</td>
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<td>f. Applicants for student admission?</td>
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If "yes" to any of the above, please attach grievance procedure and evaluate the existing procedure according to items 2-6 which describe necessary criteria for an adequate grievance procedure. If "no" to any of the above, items 2-6 will serve as a guide in the development of institutional grievance procedure.

A time-frame should be defined for each step of the grievance procedure. This refers to time intervals. Promptness is desirable for the grievant and the institution and is an element of equity.

2. Does each grievance procedure provide for an "informal procedure" whereby the grievant and supervisor(s)/superior(s) attempt to resolve the problem or request assistance from the Affirmative Action/Equal Opportunity Office before appealing to a formal mechanism?

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<th>No</th>
<th>Attached</th>
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These quotes and subsequent definitions are taken from: "Grievance Procedures: A Working Paper" prepared for the Commission on Academic Affairs, American Council on Education by W. Todd Furniss (August, '75). It is recommended that this document be consulted in its entirety and that grievance procedures be reviewed and endorsed by the university or college attorney or legal consultant.
3. Does each grievance procedure contain a provision for the filing of a "written complaint"?

   Written complaint--A provision that, when informal procedures as outlined in item 2 have failed to resolve a conflict, the grievant will indicate in writing to an appropriate person or committee (usually the Affirmative Action/Equal Opportunity Officer) the nature of the complaint, the evidence on which it is based, and the redress sought.

   Yes  No  Attached  Being Developed

   Does the procedure contain:

   a. Identification in writing of person to contact?
      Yes  No  Attached  Being Developed

   b. Procedure by which person investigates complaint and attempts a resolution?
      Yes  No  Attached  Being Developed

   c. Time frame for filing a written complaint?
      Yes  No  Attached  Being Developed

4. Does each grievance procedure contain a written provision for a "grievance committee"?

   Grievance committee--Refers to an individual, a committee, or a combination of the two, whose functions are to consider the written complaint and to make recommendations to the appropriate official or to refer it to where it can be resolved.

   Yes  No  Attached  Being Developed

   Does the above include description of:

   a. Identification of committee and how established?
      Yes  No  Attached  Being Developed

   b. Procedure by which complaint is considered?
      Yes  No  Attached  Being Developed

   c. Procedure by which resolution is attempted?
      Yes  No  Attached  Being Developed

   d. Time frame for operation of grievance committee?   Yes  No  Attached  Being Developed
5. Does each grievance procedure contain a provision for the establishment of a "hearing committee"?

Hearing committee—Refers to a committee especially established to consider a particular case in which it is mandatory or desirable to provide for a quasi-judicial process, and where major policy issues or recommendations concerning sanctions are involved.

Yes No Attached Being Developed

Does the above include descriptions of:

a. Identification of committee and how it is appointed?

b. Procedure by which complaint is considered?

c. Procedure by which complaint is resolved?

d. Time frame for hearing process?

6. For questions 3, 4, and 5, does each step in the grievance procedure include a provision for the keeping of records including:

Keeping of records—Refers to documentation of nature of complaint, attempts made to resolve it (meetings, hearings), and resolution.

a. Who keeps such records?

b. What they contain (description of nature of complaint)?

c. Documentation of meetings/hearings held in an attempt to resolve complaints?

7. For questions 3, 4, and 5, does each step in the grievance procedure include a provision for the maintenance of confidentiality of the grievant and all records?

Yes No Attached Being Developed

8. If applicable to your institution, does each procedure contain provision for arbitration including how arbitration body or person is established if necessary?

Provision for arbitration—A procedure in which an unresolved case is referred to an arbitrator or body of arbitrators acceptable to both grievant and institution.

Yes No Attached Being Developed
Name of Publication: 

Purpose of the Publication: 

Unit Disseminating the Publication: 

**CRITERIA**

<table>
<thead>
<tr>
<th>ROLEs OF MEN AND WOMEN</th>
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<tbody>
<tr>
<td>1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary; stereotyped roles.</td>
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<tr>
<td>2. Girls and boys are shown as having diversified career options.</td>
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<td>3. Women are depicted in a wide variety of professions.</td>
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<td>4. Women and girls are shown as active participants with men and boys, not as passive observers.</td>
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</table>

**PORTRAYALS OF MEN AND WOMEN**

| 5. Women and men are portrayed with approximately equal frequency. |
| 6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys. |
| 7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful. |
| 8. Women and men are treated with the same respect and dignity. |
| 9. In recruiting materials, women are equally sought after as men. |
| 10. Women are portrayed as positive role models. |

**LANGUAGE CONSIDERATIONS**

| 11. Use of language includes both men and women, and is non-sexist. |
| 12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals they or them. |
| 13. Use of the generic term "men" is shown to include women through pictures and examples. |

**ETHNIC MINORITIES**

| 14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population. |
| 15. Ethnic minorities are depicted positively as citizens, students, and potential students. |

*Based upon McGraw Hill book company's guidelines for their publications.*
Section II
Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

1. Non-Applicable
2. Results of analyses indicate corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

   d. Person(s) conducting further analysis

   e. Description of analysis:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
   Beginning Date: ______________________
   Ending Date: ______________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

   ______________________
   ______________________

Comments: ______________________

Date: ______________________

Packet #2

Financial Aids Office

Worksheets in Packet #2*

2A: Forms in Use
2B: Financial Aids Analysis
2C: Sex-Restricted Financial Aids
2D: Policy and Procedures
2E: Publications/Brochures Evaluation Form

* Financial assistance administered by the School of Graduate Studies will be documented by them.
"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."

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 8633(d).
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975
Introduction

Unit: ____________________________
Person Responsible: ____________________________
Date Packet Distributed: ____________________________
Projected Date of Completion of Packet: ____________________________

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by ____________________________.)

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<td>e) Analyses</td>
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The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX. Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by
The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by ____________________________.

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.
§ 86.37 Financial Assistance

(a) General. Except as provided in paragraphs (b), (c), and (d) of this section, in providing financial assistance to any of its students, a recipient shall not:

(1) On the basis of sex, provide different amounts or types of financial assistance, limit eligibility for financial assistance which is of any particular type or source, apply different criteria, or otherwise discriminate.

(2) Through solicitation, listing, approval, provision of facilities or other services, assist any foundation, trust, agency, organization, or person which provides assistance to any of such recipient's students in a manner which discriminates on the basis of sex; or (3) apply any rule or assist in application of any rule concerning eligibility for financial assistance which treats persons of one sex differently from persons of the other sex with regard to marital or parental status.

(b) Financial aid established by certain legal instruments. A recipient may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established pursuant to domestic or foreign wills, trusts, bequests, or similar legal instruments or by acts of a foreign government which requires that awards be made to members of a particular sex.

(c) To ensure nondiscriminatory awards of assistance as required in subparagraph (b) of this paragraph, recipients shall develop and use procedures under which:

(i) Students are selected for award of financial assistance on the basis of nondiscriminatory criteria and not on the basis of availability of funds restricted to members of a particular sex;

(ii) Any appropriate sex-restricted scholarship, fellowship, or other form of financial assistance is allocated to each student selected under subparagraph (b) of this paragraph;

(iii) No student is denied the award for which he or she was selected under subparagraph (b) of this paragraph because of the absence of a scholarship, fellowship, or other form of financial assistance designated for a member of that student's sex.

(d) Athletic scholarships. (1) To the extent that a recipient awards athletic scholarships or grants-in-aid, it shall provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in intercollegiate athletics.

(2) Separate athletic scholarships, or grants-in-aid for members of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with this paragraph and § 86.11 of this part.
Section I
Analysis Description and Planning Guide

Unit: ____________________________________________

Person Responsible: _________________________________________

Persons Completing the Analysis:
__________________________________________________________________________
__________________________________________________________________________

Comments: (If applicable, include in your comments a general description of analyses and activities already underway or completed)
__________________________________________________________________________
__________________________________________________________________________

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement
   - Attached
   - Non-existent
   - Not Applicable
   - Being developed; will be provided by _____ (date)

2. Current operating procedures
   - Attached
   - Not applicable
   - Being developed; will be provided by _____ (date)

3. Forms in use
   - Attached
   - Not applicable; no forms exist
   - Forms being revised; will be provided by _____ (date)

4. Publications in use
   - Attached
   - Not applicable; no publications exist
   - Being developed; will be provided by _____ (date)

5. Worksheets
   - Attached
   - Not applicable
   - Being developed; will be provided by _____ (date)

Signature: ____________________________ Date: ____________
### Worksheet #2A
Forms in Use
Unit: Financial Aids Office

<table>
<thead>
<tr>
<th>Names of Forms Used by Financial Aids Office</th>
<th>Is Marital Status of Student Asked on Form?</th>
<th>Yes/No</th>
<th>Is Parental Status of Student Asked on Form?</th>
<th>Yes/No</th>
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Signature ___________________________ Date ____________
# Financial Aids Analysis

**Unit:** Financial Aids Office

<table>
<thead>
<tr>
<th>Types of Aid</th>
<th>Total Dollars Available</th>
<th>Total Number Receiving Aid</th>
<th>Male Dollars</th>
<th>Male Number</th>
<th>Male Percent</th>
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Signature: ___________________________  Date: ___________________________
## Graduate Aid Analysis

**Unit:** Financial Aids Office

<table>
<thead>
<tr>
<th>Types of Aid</th>
<th>Total Dollars Available</th>
<th>Total Number Receiving Aid</th>
<th>MALE Dollars</th>
<th>MALE Number</th>
<th>MALE Percent</th>
<th>FEMALE Dollars</th>
<th>FEMALE Number</th>
<th>FEMALE Percent</th>
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**Signature:** ___________________________  **Date:** ____________

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Worksheet #2B (continued)
<table>
<thead>
<tr>
<th>Names of Sex-Restricted Scholarships Administered by Financial Aids Office</th>
<th>Recipient</th>
<th>Dollar Value</th>
<th>Comments</th>
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<td>Female?</td>
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**1975-76 Summary**

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<td>Total Number</td>
<td>Number Awarded to Males</td>
<td>Number Awarded to Females</td>
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<tr>
<td>Total Dollars</td>
<td>Dollars</td>
<td>Dollars</td>
</tr>
</tbody>
</table>

Signature: ___________________________  Date: ___________________________
1. How are students and prospective students notified of the availability of financial aids administered by your office. Please describe (attach any pertinent information):

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

2. What is the process by which students apply for financial assistance through the Financial Aids Office? (Attach any pertinent information.)

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

3. Please describe the process by which an application for financial assistance is reviewed, evaluated, and acted upon. Attach additional information if necessary.

4. Please describe the process by which in-state tuition waivers are granted:
Worksheet #2D (continued)
Policy and Procedures
Unit: Financial Aids Office

5. Please describe the process by which scholarship awards are made. Attach additional information if necessary.


6. Does the financial aids office administer any scholarships or financial assistance whose source is a foreign will or trust? (Please see implementing regulations.)

   [ ] Yes
   [ ] No

Signature ___________________________ Date ___________________________
### CRITERIA*

#### Roles of Men and Women
1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.
2. Girls and boys are shown as having diversified career options.
3. Women are depicted in a wide variety of professions.
4. Women and girls are shown as active participants with men and boys, not as passive observers.

#### Portrayals of Men and Women
5. Women and men are portrayed with approximately equal frequency.
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.
8. Women and men are treated with the same respect and dignity.
9. In recruiting materials, women are equally sought after as men.
10. Women are portrayed as positive role models.

#### Language Considerations:
11. Use of language includes both men and women, and is non-sexist.
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals they or them.
13. Use of the generic term "men" is shown to include women through pictures and examples.

#### Ethnic Minorities
14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.
15. Ethnic minorities are depicted positively as citizens, students, and potential students.

*Based upon McGraw Hill Book Company's guidelines for their publications.*

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>TEXT</th>
<th>PHOTOGRAPHS</th>
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<td>Acceptable</td>
<td>Not Acceptable</td>
</tr>
</tbody>
</table>

*Signature [Signature]
Date [Date]*
Results of Analyses and Corrective Actions Projected

Policy Statements

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:
   d. Person(s) conducting further analysis
4. Corrective action required
   a. Person(s) taking corrective action
   b. Time frame for corrective action:
      Beginning Date: ____________
      Ending Date: ____________
   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

Date: ____________

Nature: ____________
Section I (continued)

Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

   d. Person(s) conducting further analysis

   e. Description of analysis:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: ______________________
      Ending Date: ______________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)
Section II (continued)
Results of Analyses and Corrective Actions Projected

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<td>2.</td>
<td>Results of analyses indicate no corrective action required</td>
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<tr>
<td>3.</td>
<td>Further analysis required</td>
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<td></td>
<td>a. Assistance requested</td>
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<td></td>
<td>b. Assistance not needed</td>
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<td></td>
<td>c. Date further analysis will be complete:</td>
</tr>
<tr>
<td></td>
<td>d. Person(s) conducting further analysis</td>
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<tr>
<td></td>
<td>e. Description of analysis:</td>
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</table>

4. Corrective action required
   a. Person(s) taking corrective action |

   b. Time frame for corrective action:
      Beginning Date: |
      Ending Date: |

   c. Description of corrective actions (Include actions already completed or in progress.)

Comments: |

Date: 53
Section II (continued)

Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date:
      Ending Date:

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

   d. Person(s) conducting further analysis

   e. Description of analysis:

Comments:

Date
Section 1 (continued)
Results of Analyses and Corrective Actions Projected

1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: _________________________________
      Ending Date: _________________________________

   c. Description of corrective actions(s) (Include actions already completed or in progress):

Comments:

Date: _________________________________
"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."

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(a)
Title IX of the Education Amendments of 1972

PREPARED BY:
Affirmative Action/Equal Opportunity Office
Utah State University

November 1975
### Introduction

<table>
<thead>
<tr>
<th>Unit:</th>
<th></th>
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<tbody>
<tr>
<td>Person Responsible:</td>
<td></td>
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<td>Date Packet Distributed:</td>
<td></td>
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<tr>
<td>Projected Date of Completion of Packet:</td>
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</tbody>
</table>

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by  

---

### Packet Contents

<table>
<thead>
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<tbody>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Instructions</td>
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### Section I:

- Analysis Description and Planning Guide Worksheets | 7 |

### Section II:

- Results of Analyses and Corrective Action Projected
  - a) Policy Statements | 10 |
  - b) Current Operating Procedures | 11 |
  - c) Forms | 12 |
  - d) Publications/Brochures Analysis | 13 |
  - e) Analyses | 14 |
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Worksheets are provided for the required analyses. On each worksheet, the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by
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It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.
Subpart D—Discrimination on the Basis of Sex in Education Programs and Activities Prohibited

§86.31 Education programs and activities

(a) General. Except as provided elsewhere in this part, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient which receives or benefits from Federal financial assistance. This Subpart does not apply to actions of a recipient in connection with admission of its students to an education program or activity of (1) a recipient to which Subpart C does not apply, or (2) an entity, not a recipient, to which Subpart C would not apply if the entity were a recipient.

(b) Specific prohibitions. Except as provided in this subpart, in providing any aid, benefit, or service to a student, a recipient shall not, on the basis of sex—

(1) Treat one person differently from another, in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;

(2) Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;

(3) Deny any person any such aid, benefit, or service;

(4) Subject any person to separate or different rules of behavior, sanctions, or other treatment;

(5) Discriminate against any person in the application of any rules of appearance;

(6) Apply any rule concerning the domicile or residence of a student or applicant, including eligibility for in-state fees and tuition;

(7) Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit, or service to students or employees;

(8) Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

(c) Assistance administered by a recipient educational institution to study at a foreign institution. A recipient educational institution may administer or assist in the administration of scholarships, fellowships, or other awards established by foreign or domestic wills, trusts, or similar legal instruments, or by acts of foreign governments, and restricted to members of one sex, which are designed to provide opportunities to study abroad, and which are awarded to students who are already matriculated at or who are graduates of the recipient institution. Provided, a recipient educational institution which administers or assists in the administration of such scholarships, fellowship, or other awards which are restricted to members of one sex provides, or otherwise makes available reasonable opportunities for similar studies for members of the other sex. Such opportunities may be derived from either domestic or foreign sources.

(d) Programs not operated by recipient. (1) This paragraph applies to any recipient which requires participation by any applicant, student, or employee in any education program or activity not operated wholly by such recipient, or which facilitates, permits, or considers such participation as part of or equivalent to an education program or activity operated by such recipient, including participation in educational consortia and cooperative employment and student-teaching assignments.

(2) Such recipient—

(i) Shall develop and implement a procedure designed to assure itself that the operation or sponsor of such other education program or activity takes no action affecting any applicant, student, or employee of such recipient which this part would prohibit such recipient from taking;

(ii) Shall not facilitate, require, permit, or consider such participation if such action occurs.

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement
   - Attached
   - Non-existent
   - Not Applicable
   - Being developed; will be provided by ______________________ (date)

2. Current operating procedures
   - Attached
   - Not applicable
   - Being developed; will be provided by ______________________ (date)

3. Forms in use
   - Attached
   - Not applicable; no forms exist
   - Forms being revised; will be provided by ______________________ (date)

4. Publications in use
   - Attached
   - Not applicable; no publications exist
   - Being developed; will be provided by ______________________ (date)

5. Worksheets
   - Attached
   - Not applicable
   - Being developed; will be provided by ______________________ (date)

Signature ______________________ Date ______________________
Worksheet #3A
Student Organizations and Activities Analysis
Unit: Student Activities and Organizations

<table>
<thead>
<tr>
<th><strong>Names of Sex Restricted Organizations</strong></th>
<th>Faculty Sponsors</th>
<th>Facilities Used</th>
<th>Administrative Staff</th>
<th>*Total Budget Allocated From University Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>Building &amp; Room</td>
<td># Full-Time</td>
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<td></td>
<td>Hours/Week</td>
<td>Hours/Week</td>
<td>Part-Time Hours/Week</td>
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</tbody>
</table>

**Include budget allocated for staff, students, and activities.**
**Include those whose membership policies have changed since July, 1975, to allow participation by both sexes and place.**
Roles of Men and Women

1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.
2. Girls and boys are shown as having diversified career options.
3. Women are depicted in a wide variety of professions.
4. Women and girls are shown as active participants with men and boys, not as passive observers.

Portrayals of Men and Women

5. Women and men are portrayed with approximately equal frequency.
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.
8. Women and men are treated with the same respect and dignity.
9. In recruiting materials, women are equally sought after as men.
10. Women are portrayed as positive role models.

Language Considerations:

11. Use of language includes both men and women, and is non-sexist.
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals they or them.
13. Use of the generic term "men" is shown to include women through pictures and examples.

Ethnic Minorities

14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.
15. Ethnic minorities are depicted positively as citizens, students, and potential students.

* Based upon McGraw Hill Book Company's guidelines for their publications.
Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:
   d. Person(s) conducting further analysis
4. Corrective action required
   a. Person(s) taking corrective action
   b. Time frame for corrective action:
      Beginning Date: ____________________________
      Ending Date: ____________________________
   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:__________________________________________

Signature________________________________________

Date__________________________

Nature 69

Date 70
### Results of Analyses and Corrective Actions Projected

#### CURRENT OPERATING PROCEDURES

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</tr>
<tr>
<td>b.</td>
<td>Assistance not needed.</td>
</tr>
<tr>
<td>c.</td>
<td>Date further analysis will be complete.</td>
</tr>
<tr>
<td>d.</td>
<td>Person(s) conducting further analysis.</td>
</tr>
</tbody>
</table>

#### Description of analysis:

- a. Person(s) conducting further analysis.
- b. Time frame for corrective action.
- c. Description of corrective action(s) (include actions already completed or in progress).
### Results of Analyses and Corrective Actions Projected

<table>
<thead>
<tr>
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<th>Description</th>
<th>Action Required</th>
<th>Person(s)</th>
<th>Time Frame</th>
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<td></td>
<td>a. Assistance requested</td>
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<td>b. Assistance not needed</td>
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<td>e. Description of analysis:</td>
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<td>4</td>
<td>Corrective action required</td>
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<td>a. Person(s) taking corrective action</td>
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<td>b. Time-frame for corrective action:</td>
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<td>Ending Date:</td>
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<td>c. Description of corrective actions(s) (Include actions already completed or in progress.)</td>
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### Comments:

---

**Nature**

---

**Date**
Section II (continued)
Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: ____________________________
      Ending Date: ____________________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

   d. Person(s) conducting further analysis

   e. Description of analysis:

Comments:

Date
Section (continued)

Results of Analyses and Corrective Actions Projected

ANALYSES

1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: __________________________
      Ending Date: __________________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

   d. Person(s) conducting further analysis

   e. Description of analysis:

Comments:

Date
TITLE IX

Individual Packet of Materials
for

Institutional Self-Analysis

"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.

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices.

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:
Affirmative Action/Equal Opportunity Office
Utah State University

November 1975
Introduction

Unit: ________________________________

Person Responsible: __________________________

Date Packet Distributed: __________________________

Projected Date of Completion of Packet: __________________________

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by __________________________)

Packet Contents

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Implementing Regulations .......................... 6

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b) Current Operating Procedures ..................... 13

c) Forms .................................................. 14

d) Publications/Brochures Analysis ............. 15

e) Analyses .................................................. 16
The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations, for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX.

Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by
The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.
§ 86.21 Admission.

(a) General. No person shall, on the basis of sex, be denied admission, or be subjected to discrimination in admission, by any recipient to which this subpart applies, except as provided in §§ 86.16 and 86.17.

(b) Specific prohibitions. (1) In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this Subpart applies shall not:

(i) Give preference to one person over another on the basis of sex, by ranking applicants separately on such basis, or otherwise;

(ii) Apply numerical limitations upon the number or proportion of persons of either sex who may be admitted; or

(iii) Otherwise treat one individual differently from another on the basis of sex.

(2) A recipient shall not administer or operate any test or other criterion for admission which has a disproportionately adverse effect on persons on the basis of sex unless the use of such test or criterion is shown to predict validly success in the education program or activity in question and alternative tests or criteria which do not have such a disproportionately adverse effect are shown to be unavailable.

(c) Prohibitions relating to marital or parental status. In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this subpart applies:

1) Shall not apply any rule concerning the actual or potential parental, family, or marital status of a student or applicant which treats persons differently on the basis of sex;

2) Shall not discriminate against or exclude any person on the basis of pregnancy, childbirth, termination of pregnancy, or recovery therefrom, or establish or follow any rule or practice which so discriminates or excludes;

3) Shall treat disabilities related to pregnancy, childbirth, termination of pregnancy, or recovery therefrom, or temporary disability or physical condition in the same manner and under the same policies as any other temporary disability or physical condition; and

4) Shall not make pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is ‘Miss’ or ‘Mrs.’ A recipient may make pre-admission inquiries as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.

(See secs. 901, 902, Education Amendments of 1972, 20 U.S.C. 164, 1682.)

§ 86.22 Preference in admission.

A recipient to which this subpart applies shall not give preference to applicants for admission, on the basis of attendance at any educational institution or entity which admits as students or predominately members of one sex, if the giving of such preference has the effect of discriminating on the basis of sex in violation of this subpart.

§ 86.23 Recruitment.

(a) Non-discriminatory recruitment. A recipient to which this subpart applies shall not discriminate on the basis of sex in the recruitment and admission of students. A recipient may be required to undertake additional recruitment efforts for one sex as remedial action pursuant to § 86.31(a), and may choose to undertake such efforts as affirmative action pursuant to § 86.31(b).

(b) Recruitment at certain institutions. A recipient to which this subpart applies shall not recruit primarily or exclusively at educational institutions, schools or entities which admit as students only or predominately members of one sex, if such actions have the effect of discriminating on the basis of sex in violation of this subpart.

(See secs. 901, 902, Education Amendments of 1972, 20 U.S.C. 164, 1682.)
Section I
Analysis Description and Planning Guide

Unit: ____________________________

Person Responsible: ____________________________

Persons Completing the Analysis:

________________________________________

________________________________________

Comments: (If applicable, include in your comments a general description of analyses and activities already underway or completed.)

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement
   - Attached
   - Non-existent
   - Not Applicable
   - Being developed; will be provided by ________________ (date)

2. Current operating procedures
   - Attached
   - Not applicable
   - Being developed; will be provided by ________________ (date)

3. Forms in use
   - Attached
   - Not applicable; no forms exist
   - Forms being revised; will be provided by ________________ (date)

4. Publications in use
   - Attached
   - Not applicable; no publications exist
   - Being developed; will be provided by ________________ (date)

5. Worksheets
   - Attached
   - Not applicable
   - Being developed; will be provided by ________________ (date)

Signature ____________________________ Date ________________

[85]
Worksheet #4A
Forms in Use:
Unit: Recruitment Office

Please list names of all forms in use by the Recruitment Office (this includes any forms completed by prospective students--attach all forms).

<table>
<thead>
<tr>
<th>Forms</th>
<th>Inquiry as to Marital Status: Yes/No</th>
<th>Inquiry as to Parental Status: Yes/No</th>
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</table>

Signature ___________________________ Date ___________________________
Role of Men and Women:
1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.
2. Girls and boys are shown as having diversified career options.
3. Women are depicted in a wide variety of professions.
4. Women and girls are shown as active participants with men and boys, not as passive observers.
5. Women and men are portrayed with approximately equal frequency.
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.
8. Women and men are treated with the same respect and dignity.
9. In recruiting materials, women are equally sought after as men.
10. Women are portrayed as positive role models.

Language Considerations:
11. Use of language includes both men and women, and is non-sexist.
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plural they or them.
13. Use of the generic term "men" is shown to include women through pictures and examples.

Ethnic Minorities:
14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.
15. Ethnic minorities are depicted positively as citizens, students, and potential students.

* Based upon McGraw Hill Book Company's guidelines for their publications.
Workseet #4C
Recruitment Analysis
Unit: Recruitment Office

1. Institutions at which recruitment of students is conducted:

   Number of public coeducational
   Number of private coeducational
   Number of public single-sex
   Number of private single-sex

2. Total number of students or prospective students who visited the campus as a result of contacts made by the Recruitment Office:

   Total Number
   Female
   Male

3. Please list names of persons hired by the Recruitment Office to recruit:

<table>
<thead>
<tr>
<th>Name</th>
<th>Sex</th>
<th>Student/Non-Student</th>
<th>Part-Time</th>
<th>Full-Time</th>
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</table>

Signature ___________________________ Date ____________
1. Please use this sheet to provide a general description of how prospective students are recruited by the Recruitment Office. Include school visitation programs, career days, and follow up activities for prospective students.
Section II
Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

   d. Person(s) conducting further analysis

   e. Description of analysis:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: ________________________________
      Ending Date: ________________________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

Person(s) conducting further analysis:

[Signature]

Date: ________________________________
Section 1 (continued)
Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date:
      Ending Date:

c. Description of corrective actions(s) (Include actions already completed or in progress.)

    d. Person(s) conducting further analysis

    e. Description of analysis:

Comments:
### Results of Analyses and Corrective Actions Projected

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<td>2. Results of analyses indicate, no corrective action required</td>
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<td>a. Assistance requested</td>
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<tr>
<td>b. Assistance not needed</td>
</tr>
<tr>
<td>c. Date further analysis will be complete:</td>
</tr>
<tr>
<td>d. Person(s) conducting further analysis</td>
</tr>
<tr>
<td>e. Description of analysis:</td>
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</table>

### Corrective action required

| a. Person(s) taking corrective action |
| b. Time frame for corrective action: |
| Beginning Date: |
| Ending Date: |
| c. Description of corrective actions(s) (Include actions already completed or in progress.) |

**Comments:**

Date
Section (continued)

Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete
4. Corrective action required
   a. Person(s) taking corrective action
   b. Time frame for corrective action:
      Beginning Date:
      Ending Date:
   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

Date

Nature
## Section 1 (continued)

### Results of Analyses and Corrective Actions Projected

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<td>Non-Applicable</td>
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<td></td>
<td>a. Assistance requested</td>
</tr>
<tr>
<td></td>
<td>b. Assistance not needed</td>
</tr>
</tbody>
</table>
|   | c. Date further analysis will be complete: 
|   | d. Person(s) conducting further analysis: |
|   | e. Description of analysis: |
| 4 | Corrective action required |
|   | a. Person(s) taking corrective action: |
|   | b. Time frame for corrective action: |
|   | Beginning Date: |
|   | Ending Date: |
|   | c. Description of corrective actions(s) (Include actions already completed or in progress): |

**Comments:**

**Date:**
TITLE IX

Individual Packet of Materials for Institutional Self-Analysis.

"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".

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975
Introduction

Unit: 

Person Responsible: 

Date Packet Distributed: 

Projected Date of Completion of Packet: 

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by ________________) 

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<td>Instructions</td>
<td>4</td>
</tr>
<tr>
<td>Implementing Regulations</td>
<td>6</td>
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<tr>
<td>Section I: Analysis, Description, &amp; Planning Guide</td>
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<td></td>
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<tr>
<td>Section II: Results of Analyses &amp; Corrective Action</td>
<td></td>
</tr>
<tr>
<td>a) Policy Statements</td>
<td>9</td>
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<td>b) Current Operating Procedures</td>
<td>10</td>
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<td>c) Forms</td>
<td>11</td>
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<tr>
<td>d) Analyses</td>
<td>12</td>
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</tbody>
</table>

ERIC
Instructions

The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX. Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by
The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by ____________________________.

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.
§ 86.39 Health and insurance benefits and services.

In providing a medical, hospital, accident, or life insurance-benefit, service, policy, or plan to any of its students, a recipient shall not discriminate on the basis of sex, or provide such benefit, service, policy, or plan in a manner which would violate Subpart E if it were provided to employees of the recipient. This section shall not prohibit a recipient from providing any benefit or service which may be used by a different proportion of students of one sex than of the other, including family planning services. However, any recipient which provides full coverage health services shall provide gynecological care.
Section I
Analysis Description and Planning Guide

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement
   - Attached
   - Non-existent
   - Not Applicable
   - Being developed; will be provided by ________________ (date)

2. Current operating procedures
   - Attached
   - Not applicable
   - Being developed; will be provided by ________________ (date)

3. Forms in use
   - Attached
   - Not applicable; no forms exist
   - Forms being revised; will be provided by ________________ (date)

4. Publications in use
   - Attached
   - Not applicable; no publications exist
   - Being developed; will be provided by ________________ (date)

5. Worksheets
   - Attached
   - Not applicable
   - Being developed; will be provided by ________________ (date)

Comments: (If applicable, include in your comments a general description of analyses and activities already underway or completed.)

Persons Responsible:

Persons Completing the Analysis:

Signature ______________________  Date ________________

Signature ______________________  Date ________________
Worksheet #5A
Health Services
Unit: Student Health Services

1. In providing health services to any students, does the Office of Student Health Services provide any services that discriminate on the basis of sex?
   - Yes __
   - No __

2. Do a disproportionate number of students of one sex use the services of the office of Student Health Services?
   - Yes __
   - No __
   If "Yes," please describe.

3. Please briefly describe the health services offered, including whether or not the University provides full or partial health care. (Please include attachments if necessary.)

Signature ______________________________ Date ___________________
Section II
Results of Analyses and Corrective Actions Projected

P O L I C Y S T A T E M E N T S

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:
   d. Person(s) conducting further analysis
   e. Description of analysis:

4. Corrective action required
   a. Person(s) taking corrective action
   b. Time frame for corrective action:
      Beginning Date: __________
      Ending Date: __________
   c. Description of corrective actions(s) (Include actions already completed or in progress.)
      __________

Comments:

Date: __________
Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

4. Corrective action required.
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date:
      Ending Date:

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

Signature

Date
Results of Analyses and Corrective Actions Projected

1. Non-Applicable
2. Results of analyses indicate no corrective action required
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   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

   d. Person(s) conducting further analysis

   e. Description of analysis:

4. Corrective action required
   a. Person(s) taking corrective action:

   b. Time frame for corrective action:
      Beginning Date: ____________________________
      Ending Date: _____________________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

nature _______ Date _______
Section (continued)

Results of Analyses and Corrective Actions Projected

ANALYSIS

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3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:
      d. Person(s) conducting further analysis
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   a. Person(s) taking corrective action
   b. Time frame for corrective action:
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      Ending Date: __________________________
   c. Description of corrective action(s) (Include actions already completed or in progress.)
      __________________________

Comments: __________________________

Signature __________________________
Date __________________________
Section (continued) Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
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   b. Assistance not needed
   c. Date further analysis will be complete:
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   d. Person(s) conducting further analysis
      ____________________________
   e. Description of analysis:
   ____________________________

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   a. Person(s) taking corrective action
      ____________________________
   b. Time frame for corrective action:
      Beginning Date: ____________________________
      Ending Date: ____________________________
   c. Description of corrective actions(s) (Include actions already completed or in progress.)
      ____________________________
      ____________________________
      ____________________________
      ____________________________
      ____________________________
      ____________________________

Comments:
______________________________
______________________________
______________________________
______________________________
______________________________

Date ____________________________
"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."

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of this Part:

(i) evaluate its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(a)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975
Introduction

Unit: 

Person Responsible: 

Date Packet Distributed: 

Projected Date of Completion of Packet: 

(All packets must be returned to the Affirmative Action/Equal Opportunity Office by )

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<tr>
<td>Implementing Regulations</td>
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<tr>
<td>Section I: Analysis Description and Planning Guide Worksheets</td>
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<td>Section II: Results of Analyses and Corrective Action Projected</td>
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<tr>
<td>a) Policy Statements</td>
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<tr>
<td>b) Current Operating Procedures</td>
</tr>
<tr>
<td>c) Forms</td>
</tr>
<tr>
<td>d) Publications/Brochures Analysis</td>
</tr>
<tr>
<td>e) Analyses</td>
</tr>
</tbody>
</table>
Instructions

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It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.
§ 86.32 Housing

(1) Generally. A recipient shall not, on the basis of sex, apply different rules or regulations, impose different fees or requirements, or offer different services or benefits related to housing, except as provided in this section (including housing provided only to married students).

(b) Housing provided by a recipient. A recipient may provide separate housing on the basis of sex.

(2) Housing provided by a recipient to students of one sex, when compared to that provided to students of the other sex, shall be as proportionate in quantity to the number of students of that sex applying for such housing, and comparable in quality and cost to the student.

(c) Other housing. A recipient shall not, on the basis of sex, administer different policies or practices concerning occupancy by its students of housing other than provided by such recipient.

(2) A recipient which, through solicitation, issuance, approval of housing, or otherwise, assists any agency, organization, or person in making housing available to any of its students, shall take such reasonable action as may be necessary to assure itself that such housing as is provided to students of one sex, when compared to that provided to students of the other sex, is as proportionate in quantity and comparable in quality and cost to the student.

A recipient may render such assistance to any agency, organization, or person which provides all or part of such housing to students only of one sex.

Section I
Analysis Description and Planning Guide

Unit: ________________________
Person Responsible: ________________________
Persons Completing the Analysis:

____________________
____________________
____________________
____________________

Comments: (If applicable, include in your comments a general description of analyses and activities already underway or completed.)

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement
   - Attached
   - Non-existent
   - Not Applicable
   - Being developed; will be provided by _________ (date)

2. Current operating procedures
   - Attached
   - Not applicable
   - Being developed; will be provided by _________ (date)

3. Forms in use
   - Attached
   - Not applicable; no forms exist
   - Forms being revised; will be provided by _________ (date)

4. Publications in use
   - Attached
   - Not applicable; no publications exist
   - Being developed; will be provided by _________ (date)

5. Worksheets
   - Attached
   - Not applicable
   - Being developed; will be provided by _________ (date)

Signature: ________________________
Date: ________________________
<table>
<thead>
<tr>
<th>Residence Halls</th>
<th>Male/Female Occupancy</th>
<th>Year Operation Began</th>
<th>Total # of Students Applying for On-Campus Housing</th>
<th>Percent Male</th>
<th>Percent Female</th>
<th>Total # of Students Housed</th>
<th>Percent Male</th>
<th>Percent Female</th>
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</tbody>
</table>
1. In the listing and approval of off-campus housing, is there a proportionate amount of such off-campus housing available to members of each sex when such listings specify that occupancy is restricted to members of a particular sex?
   - Yes
   - No

   If yes, is off-campus housing:
   a. Proportionate in quantity?
      - Yes
      - No

   b. Comparable in quality and cost to the student
      - Yes
      - No

   Average cost to the student

Comments:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Signature __________________________ Date __________________________
Roles of Men and Women
1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.
2. Girls and boys are shown as having diversified career options.
3. Women are depicted in a wide variety of professions.
4. Women and girls are shown as active participants with men and boys, not as passive observers.

Portrayals of Men and Women
5. Women and men are portrayed with approximately equal frequency.
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.
8. Women and men are treated with the same respect and dignity.
9. In recruiting materials, women are equally sought after as men.
10. Women are portrayed as positive role models.

Language Considerations:
11. Use of language includes both men and women, and is non-sexist.
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals they or them.
13. Use of the generic term "men" is shown to include women through pictures and examples.

Ethnic Minorities
14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.
15. Ethnic minorities are depicted positively as citizens, students, and potential students.

* Based upon McGraw Hill Book Company's guidelines for their publications.
**Section II**

**Results of Analyses and Corrective Actions Projected**

<table>
<thead>
<tr>
<th>POLICY STATEMENTS</th>
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<tr>
<td>1. Non-Applicable</td>
</tr>
<tr>
<td>2. Results of analyses indicate no corrective action required</td>
</tr>
<tr>
<td>3. Further analysis required</td>
</tr>
<tr>
<td>a. Assistance requested</td>
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<tr>
<td>b. Assistance not needed</td>
</tr>
<tr>
<td>c. Date further analysis will be complete:</td>
</tr>
<tr>
<td>d. Person(s) conducting further analysis</td>
</tr>
<tr>
<td>e. Description of analysis:</td>
</tr>
</tbody>
</table>

| 4. Corrective action required |
| a. Person(s) taking corrective action |
| b. Time frame for corrective action: |
| Beginning Date: |
| Ending Date: |
| c. Description of corrective actions(s) (Include actions already completed or in progress): |

**Comments:**
### Section (continued)

**Results of Analyses and Corrective Actions Projected**

**CURRENT OPERATING PROCEDURES**

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<tr>
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<tr>
<td>1.</td>
<td>Results of analyses indicate no corrective action required</td>
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<tr>
<td>2.</td>
<td>Further analysis required</td>
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<td></td>
<td>a. Assistance requested</td>
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<td></td>
<td>e. Description of analysis:</td>
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<tr>
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<th>Corrective action required</th>
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<tr>
<td>4.</td>
<td>a. Person(s) taking corrective action</td>
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<th>b. Time frame for corrective action:</th>
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<td>Beginning Date:</td>
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<td>Ending Date:</td>
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</table>

|   | c. Description of corrective actions(s) (Include actions already completed or in progress.) |

Comments: 

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Date: 

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Section (continued)
Results of Analyses and Corrective Actions Projected

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

   d. Person(s) conducting further analysis

   e. Description of analysis:

Comments:

FORMS

4. Corrective action required
   a. Person(s) taking corrective action

   b. Timeframe for corrective action:
      Beginning Date:
      Ending Date:

   c. Description of corrective actions(s) (Include actions already completed or in progress.)
Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: ____________________________
      Ending Date: ______________________________

   c. Description of corrective actions(s) (Include actions already completed or in progress):

Comments:

__________________________________________

Date: ____________________________

Person(s) conducting further analysis:

__________________________________________

Date: ____________________________

Description of analysis:

__________________________________________

Date: ____________________________
Results of Analyses and Corrective Actions Projected

ANALYSES

1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

   d. Person(s) conducting further analysis

   e. Description of analysis:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: __________________________
      Ending Date: __________________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

Date
Packet #7

Counseling and Testing Center

Worksheets in Packet #7

7A: Analysis of Counseling and Use of Appraisal and Counseling Materials
7B: Publications/Brochures Evaluation Form
TITLE IX

Individual Packet of Materials for Institutional Self-Analysis

"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."

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975
Introduction

Unit: ________________________________
Person Responsible: ____________________
Date Packet Distributed: ____________________
Projected Date of Completion of Packet: ____________________

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by ____________________.)

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<td>Instructions</td>
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<td>Implementing Regulations</td>
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<td>Section I:</td>
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<tr>
<td>Analysis Description and Planning Guide Worksheets</td>
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<tr>
<td>Section II:</td>
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<tr>
<td>Results of Analyses and Corrective Action Projected</td>
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</tr>
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<td>a) Policy Statements</td>
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<tr>
<td>b) Current Operating Procedures</td>
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<tr>
<td>c) Forms</td>
<td>12</td>
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<tr>
<td>d) Publications/Brochures Analysis</td>
<td>13</td>
</tr>
<tr>
<td>e) Analyses</td>
<td>14</td>
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It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.
§ 36.36 Counseling and use of appraisal and counseling materials.

(a) Counseling. A recipient shall not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants for admission.

(b) Use of appraisal and counseling materials. A recipient which uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such different materials is shown to be essential to eliminate sex bias. Recipients shall develop and use internal procedures for ensuring that such materials do not discriminate on the basis of sex. Where the use of a counseling test or other instrument results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination in the instrument or its application.

(c) Disproportion in classes. Where a recipient finds that a particular class contains a substantially disproportionate number of individuals of one sex, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in counseling or appraisal materials or by counselors.
Section I
Analysis Description and Planning Guide

Unit: ____________________________

Person Responsible: ____________________________

Persons Completing the Analysis: ____________________________

Comments: (If applicable, include in your comments a general description of analyses and activities already underway or completed.)

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement
   - Attached
   - Non-existent
   - Not Applicable
   - Being developed; will be provided by ________ (date)

2. Current operating procedures
   - Attached
   - Not applicable
   - Being developed; will be provided by ________ (date)

3. Forms in use
   - Attached
   - Not applicable; no forms exist
   - Forms being revised; will be provided by ________ (date)

4. Publications in use
   - Attached
   - Not applicable; no publications exist
   - Being developed; will be provided by ________ (date)

5. Worksheets
   - Attached
   - Not applicable
   - Being developed; will be provided by ________ (date)

Signature ____________________________ Date ____________________________
<table>
<thead>
<tr>
<th>Names of Tests and Appraisal Materials Used</th>
<th>Administered to:</th>
<th>If Different Materials Are Used by Sex, do These Materials Cover the Same Areas?</th>
<th>Are There Any Sex Biases Contained in the Materials?</th>
<th>Describe How Tests Have Been Validated Against Sex Biases?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male and Female?</td>
<td>Yes/No</td>
<td>Yes/No*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male only?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female only?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*What steps have been taken to ensure that such materials do not discriminate on the basis of sex? Describe procedures used to eliminate any sex bias. Please attach any pertinent written information.

If necessary, please make more copies of this form and complete them.
Roles of Men and Women

1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.
2. Girls and boys are shown having diversified career options.
3. Women are depicted in a wide variety of professions.
4. Women and girls are shown as active participants with men and boys, not as passive observers.

Portrayals of Men and Women

5. Women and men are portrayed with approximately equal frequency.
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.
8. Women and men are treated with the same respect and dignity.
9. In recruiting materials, women are equally sought after as men.
10. Women are portrayed as positive role models.

Language Considerations:

11. Use of language includes both men and women, and is non-sexist.
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals, they or them.
13. Use of the generic term "men" is shown to include women through pictures and examples.

Ethnic Minorities

14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.
15. Ethnic minorities are depicted positively as citizens, students, and potential students.

* Based upon McGraw Hill Book Company's guidelines for their publications.
Section II
Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:
      ____________________________
5. Additional information:
   a. Person(s) conducting further analysis
      ____________________________
   b. Timeframe for corrective action:
      Beginning Date:            Ending Date:            
   c. Description of corrective actions(s) (Include actions already completed or in progress)
      ____________________________
   d. Additional comments:
      ____________________________

Comments:

Date
Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

1. Non-Applicable
2. Results of analyses indicate no corrective action required.
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

   d. Person(s) conducting further analysis

   e. Description of analysis:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: ____________________________
      Ending Date: ____________________________

   c. Description of corrective action(s) (Include actions already completed or in progress.)

Comments:__________________________________________

Signature:__________________________________________
Date:______________________________________________
Results of Analyses and Corrective Actions Projected

1. Non-Applicable.
2. Results of analyses indicate no corrective action required.
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:
   d. Person(s) conducting further analysis
   e. Description of analysis:

4. Corrective action required
   a. Person(s) taking corrective action
   b. Time frame for corrective action:
      Beginning Date: ________________________________
      Ending Date: ________________________________
   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:
Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:
   d. Person(s) conducting further analysis
4. Corrective action required
   a. Person(s) taking corrective action
   b. Time frame for corrective action:
      Beginning Date:  
      Ending Date:  
   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

Signature:  
Date:  

159  160
Results of Analyses and Corrective Actions Projected

1. **Non-Applicable**

2. **Results of analyses indicate no corrective action required.**

3. **Further analysis required—**
   - a. Assistance requested
   - b. Assistance not needed
   - c. Date further analysis will be complete:

4. **Corrective action required**
   - a. Person(s) taking corrective action
   - b. Time frame for corrective action:
     - Beginning Date: 
     - Ending Date: 
   - c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

Date
Packet #8

Placement and Career Planning Office

Worksheets in Packet #8

8A: Forms in Use and Staff
8B: Equal Opportunity in Employment Assistance
8C: Placement Analysis
8D: Publications/Brochures Evaluation Form
"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."

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of this Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:
Affirmative Action/Equal Opportunity Office
Utah State University
November 1975
## Introduction

Unit: _________________________________

Person Responsible: _________________________________

Date Packet Distributed: _________________________________

Projected Date of Completion of Packet: _________________________________

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by _________________________________)

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<td>c) Forms</td>
</tr>
<tr>
<td>d) Publications/Brochures Analysis</td>
</tr>
<tr>
<td>e) Analyses</td>
</tr>
</tbody>
</table>

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Instructions

The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX.

Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by
The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office.

All sections of all packets are to be completed by _________________.

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.
§ 66.38 Employment assistance to students.

(a) Assistance by recipient in making available outside employment. A recipient which assists any agency, organization or person in making employment available to any of its students:

(1) Shall assure itself that such employment is made available without discrimination on the basis of sex;

(2) Shall not render such services to any agency, organization, or person which discriminates on the basis of sex in its employment practices.

(b) Employment of students by recipients. A recipient which employs any of its students shall not do so in a manner which violates Subpart E

(See 901, 902 Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1581, 1582)
Section I
Analysis Description and Planning Guide.

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement
   - Attached
   - Non-existent
   - Not Applicable
   - Being developed; will be provided by __________ (date)

2. Current operating procedures
   - Attached
   - Non-applicable
   - Being developed; will be provided by __________ (date)

3. Forms in use
   - Attached
   - Not applicable; no forms exist
   - Forms being revised; will be provided by __________ (date)

4. Publications in use
   - Attached
   - Not applicable; no publications exist
   - Being developed; will be provided by __________ (date)

5. Worksheets
   - Attached
   - Not applicable
   - Being developed; will be provided by __________ (date)

Signature __________ Date __________
1. Please complete the following table:

<table>
<thead>
<tr>
<th>Names of Forms Used by Placement Office that are Filled out by Students Seeking Assistance in Obtaining Employment or Career Counseling</th>
<th>Is Marital Status Asked on Form? Yes/No</th>
<th>Is Parental Status Asked on Form? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

2. Career counselors employed by Placement Office:

<table>
<thead>
<tr>
<th>Name</th>
<th>Sex</th>
<th>Ethnic Background</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Signature ____________________ Date __________
Please provide a description of how Placement Services ensures the provision of equal opportunity to students of both sexes seeking the services of the Placement Office. Please include information concerning how the Placement Office is notified that organizations conducting recruitment activities at the University are equal opportunity employers; and how the Placement Office reviews incoming job descriptions and notices for their appropriateness as to equal employment opportunity.
Worksheet #8C
Placement Analysis (1974-75 or present)
Unit: Placement and Career Planning Office

<table>
<thead>
<tr>
<th>Services Provided</th>
<th>MALES</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assistance with Resume Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Career Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Maintenance of Placement File</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Provision of Interviews with Recruiters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Training in Interviewing Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Provision of Occupational Information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Persons Seeking or Using Such Services

MALES

<table>
<thead>
<tr>
<th>Total Number</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FEMALES

<table>
<thead>
<tr>
<th>Total Number</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Roles of Men and Women**

1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.
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3. Women are depicted in a wide variety of professions.
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8. Women and men are treated with the same respect and dignity.
9. In recruiting materials, women are equally sought after as men.
10. Women are portrayed as positive role models.

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13. Use of the generic term "men" is shown to include women through pictures and examples.

**Ethnic Minorities**

14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.
15. Ethnic minorities are depicted positively as citizens, students, and potential students.

*Based upon McGraw Hill Book Company's guidelines for their publications.*
Section II
Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:
   d. Person(s) conducting further analysis
   e. Description of analysis:

4. Corrective action required
   a. Person(s) taking corrective action:
      ________________________________
   b. Time frame for corrective action:
      Beginning Date: ________________________________
      Ending Date: ________________________________
   c. Description of corrective actions(s) (Include actions already completed or in progress):
      ________________________________
      ________________________________
      ________________________________

Comments: ________________________________
Date: ________________________________
Section A (continued)
Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

   d. Person(s) conducting further analysis

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: ______________________
      Ending Date: ______________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

   e. Description of analysis:

Comments:

Date: ______________________
Section II (continued)
Results of Analyses and Corrective Actions Projected

1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: ______________________
      Ending Date: ______________________

   c. Description of corrective action(s) (Include actions already completed or in progress):

Comments:

Person(s) conducting further analysis:

Description of analysis:

Signature Date
Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

4. Corrective action required
   a. Person(s) taking corrective action
   ______

b. Time frame for corrective action:
   Beginning Date:
   Ending Date:

c. Description of corrective actions(s) (Include actions already completed or in progress):
   ______

Comments:
   ______

nature Date
Results of Analyses and Corrective Actions

ANALYSES

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:
   d. Person(s) conducting further analysis
4. Corrective action required
   a. Person(s) taking corrective action
   b. Time frame for corrective action:
      Beginning Date: __________________________
      Ending Date: ____________________________
   c. Description of corrective action(s) (Include actions already completed or in progress.)

Comments:

Date
Packet #9

School of Graduate Studies

Worksheets in Packet #9*

9A: Policy and Procedure
9B: Forms in Use
9C: Financial Assistance
9D: Financial Assistance Administered by the School of Graduate Studies
9E: Graduate Admission Analysis
9F: Publications/Brochures Evaluation Form

*Financial assistance administered by the Financial Aids Office will be documented there.
TITLE IX

Individual Packet of Materials

for

Institutional Self-Analysis

"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.

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate the current policies and practices and the effects thereof, concerning admission of students, treatment of students, and employment of both academic and non-academic personnel, working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(e)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975
Introduction

Unit: ____________________________

Person Responsible: ____________________________

Date Packet Distributed: ____________________________

Projected Date of Completion of Packet: ____________________________

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by ____________________________.)

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<td></td>
<td>c) Forms</td>
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<tr>
<td></td>
<td>e) Analyses</td>
<td>19</td>
</tr>
</tbody>
</table>


Instructions

The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX.

Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by
The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by...

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.
§ 86.21 Admission.
(a) General. No person shall, on the basis of sex, be denied admission, or be subjected to discrimination in admission, by any recipient to which this subpart applies, except as provided in §§ 86.10 and 86.17.

(b) Limitations on prohibition. (1) In any determination whether a person satisfies a policy or criterion for admission, or in making any offer of admission, a recipient to which this subpart applies shall not:
   (i) Give preference to one person over another on the basis of sex, by ranking applicants separately on such basis, or otherwise;
   (ii) Apply numerical limitations upon the number of persons of either sex who may be admitted; or
   (iii) Otherwise treat one individual differently from another on the basis of sex.

(2) A recipient shall not administer or operate any test or other criterion for admission which has a disproportionately adverse effect on the number of persons on the basis of sex unless the use of such test or criterion is shown to predict validity success in the education program or activity in question and to have less adverse effect or criteria which do not have such disproportionately adverse effect are shown to be available.

(c) Prohibitions relating to marital or parental status. In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this subpart applies:
   (1) Shall not apply any rule concerning the marital or parental status of a person or applicant which treats persons differently on the basis of sex;
   (2) Shall not discriminate against or exclude any person on the basis of pregnancy, childbirth, termination of pregnancy, or recovery therefrom, or establishment of parentage, or practice which so discriminates or excludes;
   (3) Shall treat disabilities related to pregnancy, childbirth, termination of pregnancy, or recovery therefrom, or establishment of parentage, or any rule or practice which so discriminates or excludes;
   (4) Shall not use pre-admission inquiries as to the marital status of an applicant for admission, including whether such applicant is "Mrs." or "Miss.

§ 86.22 Preference in admission.
A recipient to which this subpart applies shall not give preference to applicants for admission, on the basis of attendance at any public or private educational institution or other school or entity which admits as students or predominantly members of one sex, if such preference has the effect of discrimination on the basis of sex in violation of this subpart.

§ 86.23 Recruitment.
(a) Nondiscriminatory recruitment. A recipient to which this subpart applies shall not discriminate on the basis of sex in the recruitment or admission of students. A recipient may be required to undertake additional recruitment efforts for one sex as a affirmative action pursuant to § 86.3(a), and may be required to undertake such efforts as affirmative action pursuant to § 86.3(b).

(b) Recruitment in certain institutions. A recipient to which this subpart applies shall not recruit primarily or exclusively at educational institutions, schools or entities which admit as students only or predominantly members of one sex, if such actions have the effect of discriminating on the basis of sex in violation of this subpart.

§ 86.37 Financial assistance.
(a) General. Except as provided in paragraphs (b) and (c) of this section, in providing financial assistance to any of its students, a recipient shall not:
   (1) On the basis of sex, or any other basis, establish financial assistance instruments which treat persons of one sex differently from persons of the other sex with regard to marital or parental status.

(b) Financial aid established by certain local instruments. (1) A recipient may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established pursuant to domestic or foreign law, or State law, or by acts of a foreign government, which requires that awards be made to members of a particular sex specified therein. Provided, that the overall effect of such financial assistance established pursuant to domestic or foreign law, or State law, or by acts of a foreign government, which requires that awards be made to members of a particular sex specified therein, does not otherwise discriminate on the basis of sex.

(2) To ensure nondiscriminatory awards of financial assistance as required in sub-paragraph (1) of this paragraph, recipients shall develop and use procedures under which:
   (A) Students are selected for award of financial assistance on the basis of non-discrimination and not on the basis of availability of funds restricted to members of a particular sex;
   (B) An appropriate sex-restricted scholarship, fellowship, or other form of financial assistance is allocated to each student selected under subparagraph (1) of this paragraph, and
   (C) The amount or types of such assistance designated for a member of that student's sex.

(c) Athletic scholarships. (1) To the extent that a recipient awards athletic scholarships, it shall provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in intercollegiate or intramural athletics.

(2) Separate athletic scholarships of comparable status to recipients of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with this paragraph and § 86.41 of this part.

§ 86.10 Marital or parental status.
(a) Status generally. A recipient shall not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.

(b) Pregnancy and related condition.
(1) A recipient shall not discriminate against any student, or exclude any student on the basis of pregnancy activity, including any class or extracurricular activity, on the basis of such student's pregnancy, pregnancy-related conditions, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.

(2) A recipient which operates a portion of its educational program or activity separately for pregnant students, admits to that portion a student who is physically and emotionally able to continue participation in the normal education program or activity if such a student otherwise meets all requirements of that portion of the program or activity.

(3) A recipient which operates a portion of its educational program or activity separately for pregnant students, admits to that portion a student who is physically and emotionally able to continue participation in the normal education program or activity if such a student otherwise meets all requirements of that portion of the program or activity.
Section I
Analysis Description and Planning Guide

Unit: ____________________________
Person Responsible: ________________________
Persons Completing the Analysis: _______________________________________

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement
   □ Attached
   □ Non-existent
   □ Not Applicable
   □ Being developed; will be provided by ______ (date)

2. Current operating procedures
   □ Attached
   □ Not applicable
   □ Being developed; will be provided by ______ (date)

3. Forms in use
   □ Attached
   □ Not applicable; no forms exist
   □ Forms being revised; will be provided by ______ (date)

4. Publications in use
   □ Attached
   □ Not applicable; no publications exist
   □ Being developed; will be provided by ______ (date)

5. Worksheets
   □ Attached
   □ Not applicable
   □ Being developed; will be provided by ______ (date)

Comments: (If applicable, include in your comments a general description of analyses and activities already underway or completed.)
________________________________________________________________________
________________________________________________________________________

Signature: ____________________________ Date: ____________

Not Applicable
Being developed; will be provided by ______ (date)
1. Please complete the following:

<table>
<thead>
<tr>
<th>Names of Tests Required for Applicants Prior to Admission to Graduate School</th>
<th>Have These Tests Been Validated Against any Sex Bias? (Please Attach Documentation)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

2. Does the School of Graduate Studies numerically limit or rank by sex applicants for admission to the graduate school?

   - Yes
   - No

3. Is there adequate representation of women and ethnic minorities on the Graduate Council?

   - Yes
   - No

   Number of men on Graduate Council

   Number of women on Graduate Council
Please list and attach copies of all forms in use by the School of Graduate Studies:

<table>
<thead>
<tr>
<th>Form</th>
<th>Does the Form Ask For Marital Status?</th>
<th>Yes/No</th>
<th>Does the Form Ask For Parental Status?</th>
<th>Yes/No</th>
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</thead>
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</tbody>
</table>
1. How are graduate students and prospective graduate students notified of available financial assistance (scholarships, fellowships, traineeships, loans, grants, etc.) that is administered through the School of Graduate Studies? (Please briefly describe. Include any pertinent written information such as brochures, memoranda, letters, etc.)

2. How do graduate students or prospective graduate students apply for financial assistance administered by the School of Graduate Studies? (Please describe briefly.)
3. How are graduate or prospective graduate students' applications for financial assistance which is administered by the School of Graduate Studies evaluated, and how are final decisions made? (Please describe.)
<table>
<thead>
<tr>
<th>Names of Scholarships, Fellowships, Traineeships, Etc.</th>
<th>Sex Restricted?</th>
<th>RECIPIENTS</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male Only</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>Female Only</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Male &amp; Female</td>
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<td></td>
</tr>
</tbody>
</table>

**FINANCIAL AID**

**RECIPIENTS**

- Total Number of Non-Sex-Restricted Scholarships, etc.:
  - # Awarded to Males:
  - Dollar Amount: $___
  - # Awarded to Females:
  - Dollar Amount: $___

- Total Number of Sex-Restricted Scholarships, etc.:
  - # Awarded to Males:
  - Dollar Amount: $___
  - # Awarded to Females:
  - Dollar Amount: $___
Please furnish the following information:

1. Total number of persons applying for admission to Graduate Programs (for academic year 1975-76):
   - Total
   - Percent Caucasian Male
   - Percent Caucasian Female
   - Percent Minority Male
   - Percent Minority Female

2. Total number of persons admitted to Graduate Programs:
   - Total
   - Percent Caucasian Male
   - Percent Caucasian Female
   - Percent Minority Male
   - Percent Minority Female

3. For departmental analysis of graduate student admission and financial assistance, see the attached form currently provided the Affirmative Action/Equal Opportunity Office annually by departments with graduate programs.
Role of Men and Women

1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.
2. Girls and boys are shown as having diversified career options.
3. Women are depicted in a wide variety of professions.
4. Women and girls are shown as active participants with men and boys, not as passive observers.

Portrayals of Men and Women

5. Women and men are portrayed with approximately equal frequency.
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.
8. Women and men are treated with the same respect and dignity.
9. In recruiting materials, women are equally sought after as men.
10. Women are portrayed as positive role models.

Language Considerations:

11. Use of language includes both men and women, and is non-sexist.
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals they or them.
13. Use of the generic term "men" is shown to include women through pictures and examples.

Ethnic Minorities

14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.
15. Ethnic minorities are depicted positively as citizens, students, and potential students.

*Based upon McGraw Hill Book Company's guidelines for their publications.*
### Results of Analyses and Corrective Actions Projected

<table>
<thead>
<tr>
<th>Policy Statements</th>
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</thead>
<tbody>
<tr>
<td>1. Non-Applicable</td>
</tr>
<tr>
<td>2. Results of analyses indicate no corrective action required</td>
</tr>
<tr>
<td>3. Further analysis required</td>
</tr>
<tr>
<td>a. Assistance requested</td>
</tr>
<tr>
<td>b. Assistance not needed</td>
</tr>
<tr>
<td>c. Date further analysis will be complete:</td>
</tr>
<tr>
<td>d. Person(s) conducting further analysis</td>
</tr>
<tr>
<td>e. Description of analysis:</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>Corrective Action Required</th>
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</thead>
<tbody>
<tr>
<td>a. Person(s) taking corrective action</td>
</tr>
<tr>
<td>b. Time frame for corrective action:</td>
</tr>
<tr>
<td>Beginning Date:</td>
</tr>
<tr>
<td>Ending Date:</td>
</tr>
<tr>
<td>c. Description of corrective actions(s) (Include actions already completed or in progress.)</td>
</tr>
</tbody>
</table>

**Date:**
Section II (continued)
Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

   d. Person(s) conducting further analysis:

   e. Description of analysis:

4. Corrective action required
   a. Person(s) taking corrective action:

   b. Time frame for corrective action:
      Beginning Date: ____________
      Ending Date: ____________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments: ____________________________________________________________

Date: ____________
Utah State University
GRADUATE STUDENT RECRUITMENT AND EMPLOYMENT FORM

Please complete a separate sheet for each graduate program in your department, and return to the Affirmative Action Office by December 1.

College: ____________________  Department: ____________________  Graduate Program: ____________________

Instructions. Describe the Advertising and Recruiting procedures used to obtain women and minority applicants for your graduate programs. Be specific. Attach additional information if desired. (If a particular graduate program has large numbers of applicants, summarize the information by sex and ethnic background and describe the screening process used. List by name only those applicants who were seriously considered for acceptance/financial assistance).

Please check where appropriate.

<table>
<thead>
<tr>
<th>Applicants for Admission Name</th>
<th>Male</th>
<th>Female</th>
<th>(1) Caucasian</th>
<th>(2) Black</th>
<th>(3) Asian</th>
<th>(4) South Asian</th>
<th>Amer Indian</th>
<th>Other</th>
<th>Citizenship Yes/No</th>
<th>Applicant Rejected</th>
<th>Applicant Admitted</th>
<th>Applicants Seeking Financial Assistance</th>
<th>Assistantship Awarded</th>
<th>Fellowship Awarded</th>
<th>Grant/Fellowship Awarded</th>
<th>Placed on Payroll Employment</th>
<th>Reasons for Selection/Non-selection</th>
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</thead>
<tbody>
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Department Head ____________________  Date ____________________

AAO-3-76
Packet #10

Admissions and Records Office

Worksheets in Packet #10

10A: Policy and Procedures

10B: Forms in Use

10C: Undergraduate Admission Analysis

10D: Publications/Brochures Evaluation Form
TITLE IX

Individual Packet of Materials
for
Institutional Self-Analysis

"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."

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975
Introduction

Unit: ____________________________

Person Responsible: ____________________________

Date Packet Distributed: ____________________________

Projected Date of Completion of Packet: ____________________________

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by ____________________________)

Packet Contents

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction .............................................. 2</td>
</tr>
<tr>
<td>Instructions .................................................. 4</td>
</tr>
<tr>
<td>Implementing Regulations ..................................... 6</td>
</tr>
<tr>
<td>Section I: Analysis Description and Planning Guide Worksheets</td>
</tr>
<tr>
<td>Section II: Results of Analyses and Corrective Action Projected</td>
</tr>
<tr>
<td>a) Policy Statements ........................................ 12</td>
</tr>
<tr>
<td>b) Current Operating Procedures .................................. 13</td>
</tr>
<tr>
<td>c) Forms .................................................. 14</td>
</tr>
<tr>
<td>d) Publications/Brochures Analysis .................................... 15</td>
</tr>
<tr>
<td>e) Analyses .................................................. 16</td>
</tr>
</tbody>
</table>
Instructions

The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX.

Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by
The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.
Subpart C—Discrimination on the Basis of Sex in Admission and Recruitment Prohibited

§ 86.21 Admission.

(a) General. No person shall, on the basis of sex, be denied admission, or be subjected to discrimination in admission, by any recipient to which this subpart applies, except as provided in §§ 86.16 and 86.17.

(b) Specific prohibitions. (1) In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this Subpart applies shall not—

(i) Give preference to one person over another on the basis of sex, by ranking applicants separately on such basis, or otherwise;

(ii) Apply numerical limitations upon the number or proportion of persons of either sex who may be admitted; or

(iii) Otherwise treat one individual differently from another on the basis of sex.

(2) A recipient shall not administer or operate any test or other criterion for admission which has a disproportionately adverse effect on the basis of sex unless the use of such test or criterion is shown to be unavailable.

(c) Prohibitions relating to marital or parental status. In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this subpart applies:

(1) Shall not apply any rule concerning the actual or potential parental, family, or marital status of a student or applicant which treats persons differently on the basis of sex;

(2) Shall not discriminate against or exclude any person on the basis of pregnancy, childbirth, termination of pregnancy, or recovery therefrom, or establish or follow any rule or practice which so discriminates or excludes;

(3) Shall treat disabilities related to pregnancy, childbirth, termination of pregnancy, or recovery therefrom in the same manner and under the same policies as any other temporary disability or physical condition; and

(4) Shall not make pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is "Miss" or "Mrs." A recipient may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.


§ 86.22 Preference in admission.

A recipient to which this subpart applies shall not give preference to applicants for admission, on the basis of attendance at any educational institution or agency, or entity which admits as students or predominantly members of one sex, if the giving of such preference has the effect of discriminating on the basis of sex in violation of this subpart.


§ 86.23 Recruitment.

(a) Nondiscriminatory recruitment. A recipient to which this subpart applies shall not discriminate on the basis of sex in the recruitment and admission of students. A recipient may be required to undertake additional recruitment efforts for one sex as remedial action pursuant to § 86.3(a), and may choose to undertake such efforts as affirmative action pursuant to § 86.3(b).

(b) Recruitment at certain institutions. A recipient to which this subpart applies shall not recruit primarily or exclusively at educational institutions, schools or entities which admit as students only or predominantly members of one sex, if such actions have the effect of discriminating on the basis of sex in violation of this subpart.

Section I
Analysis Description and Planning Guide

Unit: ____________________________

Person Responsible: ____________________________

Persons Completing the Analysis:
________________________________________________________________________

Comments: (If applicable, include in your comments a general description of analyses and activities already underway or completed.)
________________________________________________________________________

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement
   - Attached
   - Non-existent
   - Not Applicable
   - Being developed; will be provided by [date]

2. Current operating procedures
   - Attached
   - Not applicable
   - Being developed; will be provided by [date]

3. Forms in use
   - Attached
   - Not applicable; no forms exist
   - Forms being revised; will be provided by [date]

4. Publications in use
   - Attached
   - Not applicable; no publications exist
   - Being developed; will be provided by [date]

5. Worksheets
   - Attached
   - Not applicable
   - Being developed; will be provided by [date]

Signature ____________________________  Date ____________________________
Worksheet #10A
Admissions Policy and Procedures
Unit: Admissions and Records

1. Please complete the following chart:

<table>
<thead>
<tr>
<th>Names of Tests Required to be Taken by Applicants Prior to Admission</th>
<th>Is Test Validated Against any Sex Bias? (Please Attach Documentation)</th>
</tr>
</thead>
<tbody>
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</table>

2. Does the Office of Admissions and Records numerically limit or rank by sex any applicants for admission?
   
   ___ Yes
   ___ No

3. Does the Office of Admissions and Records maintain any separate requirements by sex for eligibility for residency? (Please attach residency requirements.)
   
   ___ Yes
   ___ No

4. Is there adequate representation of women and ethnic minorities on the Admissions Committee?
   
   ___ Yes
   ___ No

___ Number of men on Admissions Committee

___ Number of women on Admissions Committee

Signature ____________________________  Date _______
<table>
<thead>
<tr>
<th>Names of All Forms in Use by the Office of Admissions and Records</th>
<th>Does the Form Ask For Marital Status?</th>
<th>Yes/No</th>
<th>Does the Form Ask For Parental Status?</th>
<th>Yes/No</th>
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</table>

Signature ________________________ Date ________________________
Worksheet #10C
Undergraduate Admission Analysis
Unit: Admissions and Records

Please furnish the following information:

1. Total number of persons applying for admission (undergraduate persons):
   __________ persons
   ________ % Caucasian Males
   ________ % Caucasian Females
   ________ % Minority Males
   ________ % Minority Females.

2. Total number of persons accepted for undergraduate admission:
   __________ persons
   ________ % Caucasian Males
   ________ % Caucasian Females
   ________ % Minority Males
   ________ % Minority Females.

Signature ____________________________ Date ____________________________
Roles of Men and Women

1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.
2. Girls and boys are shown as having diversified career options.
3. Women are depicted in a wide variety of professions.
4. Women and girls are shown as active participants with men and boys, not as passive observers.

Portrayals of Men and Women

5. Women and men are portrayed with approximately equal frequency.
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.
8. Women and men are treated with the same respect and dignity.
9. In recruiting materials, women are equally sought after as men.
10. Women are portrayed as positive role models.

Language Considerations:

11. Use of language includes both men and women, and is non-sexist.
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals they or them.
13. Use of the generic term "men" is shown to include women through pictures and examples.

Ethnic Minorities

14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.
15. Ethnic minorities are depicted positively as citizens, students, and potential students.

* Based upon McGraw Hill Book Company's guidelines for their publications.
Section II
Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:
   d. Person(s) conducting further analysis
4. Corrective action required
   a. Person(s) taking corrective action
   b. Time frame for corrective action:
      Beginning Date: ____________________
      Ending Date: ____________________
   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

________________________________________

Date: ____________________
Section II (continued)
Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

1. Non-Applicable

2. Results of analyses indicate no corrective action.

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: ____________________________
      Ending Date: ______________________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

Person(s) conducting further analysis:

Description of analysis:

Date further analysis will be completed:

Person(s) taking corrective action:

Beginning Date:

Ending Date:

Description of corrective actions(s) (Include actions already completed or in progress.)
Results of Analyses and Corrective Actions Projected

FORMS

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

   d. Person(s) conducting further analysis

   e. Description of analysis:

   Comments:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: ____________________________
      Ending Date: ____________________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

   Comments:

   Signature: ____________________________
   Date: ____________________________

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Section I (continued)
Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

   d. Person(s) conducting further analysis

   e. Description of analysis:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: ____________________________
      Ending Date: ______________________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

[Signature]

Date: ____________________________
Non-Applicable

Results of analyses indicate no corrective action required.

Further analysis required:
- Assistance requested
- Assistance not needed
- Date further analysis will be complete:

Person(s) conducting further analysis

Description of analysis:

Comments:

Corrective action required:
- Person(s) taking corrective action:

Time frame for corrective action:
- Beginning Date:
- Ending Date:

Description of corrective actions(s) (Include actions already completed or in progress):
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### ANALYSES

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<td></td>
<td>c. Description of corrective actions(s) (Include actions already completed or in progress.):</td>
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Comments: 

Signature: 

Date: 

233
Packet #11

Business Office

Worksheets in Packet #11

11A: Student Insurance Policy
11B: Brochures/Publications Evaluation Form
"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 . . . "

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one-year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:
Affirmative Action/Equal Opportunity Office
Utah State University

November 1975
Introduction

Unit: ________________________________

Person Responsible: ________________________________

Date Packet Distributed: ________________________________

Projected Date of Completion of Packet: ________________________________

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by ________________________________.)

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<td>e) Analyses</td>
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Instructions

The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX. Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by
The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions, it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office. After the preliminary analysis is complete and has been carefully evaluated, all sections of all packets are to be completed by ____________________.

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.

In providing a medical, hospital, accident, or life insurance benefit, service, policy, or plan to any of its students, the recipient shall not discriminate on the basis of sex, or provide such benefit, service, policy, or plan in a manner which would violate Subpart E if it were provided to employees of the recipient. This section shall not prohibit a recipient from providing any benefit or service which may be used by a different portion of students of one sex than the other, including family planning services. However, any recipient which provides full coverage health service shall provide gynecological care.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)
## Section I
Analysis Description and Planning Guide

### Unit:

### Person Responsible:

### Persons Completing the Analysis:

### Contents of Analysis: (check all appropriate boxes)

1. Current policy statement
   - Attached
   - Non-existent
   - Not Applicable
   - Being developed; will be provided by ____________ (date)

2. Current operating procedures
   - Attached
   - Not applicable
   - Being developed; will be provided by ____________ (date)

3. Forms in use
   - Attached
   - Not applicable; no forms exist
   - Forms being revised; will be provided by ____________ (date)

4. Publications in use
   - Attached
   - Not applicable; no publications exist
   - Being developed; will be provided by ____________ (date)

5. Worksheets
   - Attached
   - Not applicable
   - Being developed; will be provided by ____________ (date)

### Comments: (If applicable, include your comments a general description of analyses and activities already underway or completed.)

---

**Signature**

**Date**
1. In providing students with the student insurance policy, does the University provide any medical, hospital, accident, or life insurance benefit that differentiates between men and women?
   
   Yes  
   No

2. Does the University discriminate on the basis of sex with regard to making benefits available to spouses, families, or dependents of students differently on the basis of the student's sex?
   
   Yes  
   No

3. Please attach any additional comments or descriptions (as well as an example of the student insurance policy).

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Signature __________________________ Date __________________________
CRITERIA*

Roles of Men and Women:
1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.
2. Girls and boys are shown as having diversified career options.
3. Women are depicted in a wide variety of professions.
4. Women and girls are shown as active participants with men and boys, not as passive observers.

Portrayals of Men and Women:
5. Women and men are portrayed with approximately equal frequency.
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.
8. Women and men are treated with the same respect and dignity.
9. In recruiting materials, women are equally sought after as men.
10. Women are portrayed as positive role models.

Language Considerations:
11. Use of language includes both men and women, and is non-sexist.
12. When possible, the pronouns he, him, and his are replaced by he or she, one; you, her or his, or the plurals they or them.
13. Use of the generic term "men" is shown to include women through pictures and examples.

Ethnic Minorities:
14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.
15. Ethnic minorities are depicted positively as citizens, students, and potential students.

* Based upon McGraw Hill Book Company’s guidelines for their publications.
## Section II
### Results of Analyses and Corrective Actions Projected

**Policy Statements**

1. **Non-Applicable**

2. **Results of analyses indicate no corrective action required**
   - a. Assistance requested
   - b. Assistance not needed
   - c. Date further analysis will be complete:

3. **Further analysis required**
   - a. Assistance requested
   - b. Assistance not needed
   - c. Date further analysis will be complete:

   d. Person(s) conducting further analysis

4. **Corrective action required**
   - a. Person(s) taking corrective action
   - b. Time frame for corrective action:
     - Beginning Date: __________________________
     - Ending Date: __________________________
   - c. Description of corrective actions(s) (Include actions already completed or in progress.)

### Comments:

---

**Date**
Section 11 (continued)

Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete;

   d. Person(s) conducting further analysis

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: ____________________________
      Ending Date: ______________________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

Date: __________________________
Section (continued)
Results of Analyses and Corrective Actions Projected

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:
       
   d. Person(s) conducting further analysis

4. Corrective action required
   a. Person(s) taking corrective action
       
       
   b. Time frame for corrective action:
       Beginning Date: 
       Ending Date: 

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

Signature  Date
Section 4 (continued)
Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

4. Corrective action required
   a. Person(s) taking corrective action:

   b. Time frame for corrective action:
      Beginning Date:
      Ending Date:

   c. Description of corrective actions(s) (Include actions already completed or in progress):

Comments:

Date

Person(s') conflicting further analysis

Person(s) conducting further analysis

Description of further analysis:

Nature

Date

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Results of Analyses and Corrective Actions Projected

ANALYSES

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:
   d. Person(s) conducting further analysis
4. Corrective action required
   a. Person(s) taking corrective action
     b. Time frame for corrective action:
        Beginning Date: ____________________
        Ending Date: ____________________
   c. Description of corrective actions(s) (Include actions already completed or in progress):

Comments:

Signature ____________________________

Date ________________________________
TITLE IX

Individual Packet of Materials

for

Institutional Self-Analysis

"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."

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate ... its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(a)
Title IX of the Education Amendments of 1972

PREPARED BY:
Affirmative Action/Equal Opportunity Office
Utah State University

November 1975
Introduction

Unit: _______________________________

Person Responsible: _______________________________

Date Packet Distributed: _______________________________

Projected Date of Completion of Packet: _______________________________

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by _______________________________.)

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<td>d) Analyses</td>
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</table>
The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where, in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX. Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by

NOTE: The Analysis of Athletics Program Worksheets consists of two pages for the various sports. Pages 10-14 need to be removed from the notebook and taped together.
The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by _______________________

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.
§ 86.11 Athletics.

(a) General. No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any interscholastic, intercollegiate, club or intramural athletics offered by recipient.

(b) Separate teams. Satisfying the requirements of paragraph (a) of this section, a recipient shall operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport; however, where a recipient operates or sponsors a team in a particular sport for members of one sex but operates or sponsors no such team for members of the other sex, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be afforded to try-out for the team offered unless the sport involved is a contact sport. For the purposes of this part, contact sports include boxing, wrestling, rugby, ice hockey, football, basketball and other sports the purpose of major activity of which involves bodily contact.

c) Equal opportunity. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics shall provide equal athletic opportunity for members of both sexes; in determining whether equal opportunities are available the Director will consider, among other factors:

(i) Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;

(ii) The provision of equipment and supplies;

(iii) Scheduling of games and practice time;

(iv) Travel and per diem allowance;

(v) Opportunity to receive coaching and academic tutoring;

(vi) Assignment and compensation of coaches and tutors;

(vii) Provision of locker rooms, practice and competitive facilities;

(viii) Provision of medical and training facilities and services;

(ix) Provision of housing and dining facilities and services;

(x) Publicity.

Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams if a recipient operates or sponsors separate teams under this section, will not constitute noncompliance with this section, but the Director may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex.

d) Adjustment period. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the elementary school level shall comply fully with this section no earlier than the school year of or event later than one year from the effective date of this regulation. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the secondary or post-secondary school level shall comply fully with this section no earlier than the school year of or event later than three years from the effective date of this regulation.

§ 86.37 Financial assistance.

(a) General. Except as provided in paragraphs (b) and (c) of this section, in providing financial assistance for any of its students, a recipient shall not:

(i) On the basis of sex, provide different amount or types of such assistance; limit eligibility for such assistance separately on the basis of sex; or provide assistance to any of such recipient's students in a manner which discriminates on the basis of sex; or (3) apply any rule or assist in application of any rule concerning eligibility for financial assistance which treats persons of one sex differently from persons of the other sex with regard to marital or parental status.

(b) Financial aid established by certain legal instruments. (1) A recipient may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established pursuant to domestic or foreign wills, trusts, bequests, or other legal instruments or by acts of a foreign government which requires that, awards be made to members of a particular sex specified therein. Provided, that the overall effect of the award of such sex-restricted scholarships, fellowships, and other forms of financial assistance does not discriminate on the basis of sex.

(2) To ensure nondiscriminatory awards of assistance as required in subparagraph (b) (1) of this paragraph, recipients shall develop and use procedures under which:

(i) Students are selected for award of financial assistance on the basis of nondiscriminatory criteria and not on the basis of availability of funds restricted to members of a particular sex;

(ii) An appropriate sex-restricted scholarship, fellowship, or other form of financial assistance is allocated to each student selected under subparagraph (b) (2) (1) of this paragraph;

(iii) No student is denied the award for which he or she was selected under subparagraph (b) (2) (1) of this paragraph because of the absence of a scholarship, fellowship, or other form of financial assistance designated for a member of that student's sex.

(c) Athletic scholarships. (1) To the extent that a recipient awards athletic scholarships or grants-in-aid, it shall provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics.

(2) Separate athletic scholarships or grants-in-aid for members of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with this paragraph and § 86.41 of this part.

Section I
Analysis Description and Planning Guide

Unit: ____________________________________________

Person Responsible: _______________________________________

Persons Completing the Analysis:
__________________________________________________________________________________________
__________________________________________________________________________________________

Comments: (If applicable, include in your comments a general description of analyses and activities already underway or completed.)
__________________________________________________________________________________________

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement
   - Attached
   - Non-existent
   - Not Applicable
   - Being developed; will be provided by ____________ (date)

2. Current operating procedures
   - Attached
   - Not applicable
   - Being developed; will be provided by ____________ (date)

3. Forms in use
   - Attached
   - Not applicable; no forms exist
   - Forms being revised; will be provided by ____________ (date)

4. Publications in use
   - Attached
   - Not applicable; no publications exist
   - Being developed; will be provided by ____________ (date)

5. Worksheets
   - Attached
   - Not applicable
   - Being developed; will be provided by ____________ (date)

Signature __________________________ Date ____________
The following excerpt is taken from pages 5-6 of a September, 1975, memorandum to College and University Presidents entitled "Elimination of Sex Discrimination in Athletic Programs."

**Required First Year Actions**

School districts, as well as colleges and universities, are obligated to perform a self-evaluation of their entire education program, including the athletics program, prior to July 21, 1976. School districts which offer interscholastic or intramural athletics at the elementary school level must immediately take significant steps to accommodate the interests and abilities of elementary school pupils of both sexes, including steps to eliminate obstacles to compliance such as inequities in the provision of equipment, scheduling and the assignment of coaches and other supervisory personnel. As indicated earlier, school districts must conform their total athletic program at the elementary level to the requirements of section 86.41 no later than July 21, 1976.

In order to comply with the various requirements of the regulation addressed to nondiscrimination in athletic programs, educational institutions operating athletic programs above the elementary level should:

1. Compare the requirements of the regulation addressed to nondiscrimination in athletic programs and equal opportunity in the provision of athletic scholarships with current policies and practices;

2. Determine the interests of both sexes in the sports to be offered by the institution and, where the sport is a contact sport or where participants are selected on the basis of competition, also determine the relative abilities of members of each sex for each such sport offered, in order to decide whether to have single-sex teams or teams composed of both sexes. (Abilities might be determined through try-outs or by relying upon the knowledge of athletic teaching staff, administrators and athletic conference and league representatives.)

3. Develop a plan to accommodate effectively the interests and abilities of both sexes, which plan must be fully implemented as expeditiously as possible and in no event later than July 21, 1978. Although the plan need not be submitted to the Office for Civil Rights, institutions should consider publicizing such plans so as to gain the assistance of students, faculty, etc. in complying with them.
Worksheet #12A (continued)
Assessment of Interests and Abilities
Unit: Intercollegiate Athletics

Please outline how the athletics program will accomplish an assessment of the interests and abilities of both sexes in regard to intercollegiate and club sports. Please include answers to the following:

1. Who will be involved in undertaking such an assessment?

2. For what sports will the interests and abilities of students of both sexes be ascertained?

3. Describe how student interests will be assessed:

4. By what date will this assessment be accomplished?

(A copy of the results of assessment needs to be sent to the Affirmative Action/Equal Opportunity Office.)
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<thead>
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<th>Provision of Housing</th>
<th>Provision of Dining Facilities</th>
<th>Provision of Locker Room and Other Facilities</th>
<th>Provision of Medical and Training Services and Facilities</th>
<th>Publicity</th>
<th>Other Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
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</tbody>
</table>

Worksheet # tape to adjoining sheet
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<th>INTERCOLLEGIATE SPORTS</th>
<th>Provision of Equipment and Supplies</th>
<th>Scheduling of Games and Practice Times</th>
<th>Travel Allowance</th>
<th>Per Diem Allowance</th>
<th>Coaches Allowance</th>
<th>How Many?</th>
<th>Academic Tutoring</th>
</tr>
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<tbody>
<tr>
<td>Football</td>
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Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |

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## INTERCOLLEGIATE SPORTS

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<th>Scheduling of Games and Practice Times</th>
<th>Travel Allowance</th>
<th>Per Diem Allowance</th>
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Worksheet # tape to adjoining sheet
## Club Sports

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<tr>
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<td>Soccer</td>
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<td>Provision of Housing</td>
<td>Provision of Facilities</td>
<td>Provision of locker Room and Other Facilities</td>
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<td>CLUB SPORTS</td>
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<td>Scheduling of Games and Practice Times</td>
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<td>Field Hockey</td>
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# Athletic Scholarships

## Academic Year 1975-76

### Intercollegiate Athletics

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<th>Sports</th>
<th>Total Number of Students Participating</th>
<th>Male Number Percent</th>
<th>Female Number Percent</th>
<th>Total Number of Students Receiving Scholarships or Grants-in-Aid</th>
<th>Male Number Percent</th>
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<tr>
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<td>Golf</td>
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<td>Cross Country</td>
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<td>Volleyball</td>
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<td>Softball</td>
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<td>Gymnastics</td>
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<tr>
<td>Skiing</td>
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<td>Soccer</td>
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<td>Lacrosse</td>
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<td>Field Hockey</td>
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<td><strong>SUMMARY TOTAL</strong></td>
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</tbody>
</table>

* Include Women's Intercollegiate Athletics Program here.

**Signature:**

**Date:**
Section II
Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
      Date further analysis will be complete:
   d. Person(s) conducting further analysis
4. Corrective action required
   a. Person(s) taking corrective action:
      
   b. Time frame for corrective action:
      Beginning Date: 
      Ending Date: 
   c. Description of corrective action(s) (Include actions already completed or in progress):
      
   e. Description of analysis:

Comments:

Signature: [Signature]
Date: [Date]

[Signature]
Date: [Date]
Section II (continued)

Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

4. Corrective action required
   a. Person(s) taking corrective action

b. Time frame for corrective action:
   - Beginning Date:
   - Ending Date:
   - Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

Date: 

 nature 294
Section 4 (continued).
Results of Analyses and Corrective Actions Projected

FORMS

1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: ___________________________
      Ending Date: ___________________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments: ___________________________

Person(s) conducting further analysis:

Description of analysis:

Nature 296 Date 297
Results of Analyses and Corrective Actions Projected

ANALYSES

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

4. Corrective action required
   a. Person(s) taking corrective action
   b. Time frame for corrective action:
      Beginning Date: ______________________
      Ending Date: ______________________
   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

Date: ______________________

Signature(s): ______________________
Packet #13

Director, Women's Athletics

Worksheet in Packet #13

13A: Analysis of Athletics Program*

* The Analysis of Athletics Program Worksheets consists of two pages for the various sports. Pages 8-10 need to be removed from the notebook and taped together.
TITLE IX

Individual Packet of Materials for Institutional Self-Analysis

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.

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c).
Title IX of the Education Amendments of 1972

PREPARED BY:
Affirmative Action/Equal Opportunity Office
Utah State University
November 1975
**Introduction**

Unit: ____________________________________________

Person Responsible: ____________________________________________

Date Packet Distributed: ____________________________________________

Projected Date of Completion of Packet: ____________________________________________

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by ____________________________________________.)

---

**Packet Contents**

<table>
<thead>
<tr>
<th>Packet Contents</th>
<th>Page</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
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<tr>
<td>Instructions</td>
<td>4</td>
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<tr>
<td>Implementing Regulations</td>
<td>6</td>
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<tr>
<td><strong>Section I:</strong></td>
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<td>Analysis Description and Planning Guide Worksheets</td>
<td>7</td>
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<tr>
<td><strong>Section II:</strong></td>
<td></td>
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<tr>
<td>Results of Analyses and Corrective Action Projected</td>
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<tr>
<td>a) Policy Statements</td>
<td>11</td>
</tr>
<tr>
<td>b) Current Operating Procedures</td>
<td>12</td>
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<tr>
<td>c) Forms</td>
<td>13</td>
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<tr>
<td>d) Analyses</td>
<td>14</td>
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</table>
Instructions

The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX.

Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by

The Analysis of Athletics Program Worksheets consists of two pages for each sport. Pages 8-10 need to be removed from the notebook and taped together.
The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.
§ 86.41 Athletics.

(a) General. No person shall, on the basis of sex, be excluded from participation, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club or intramural athletics offered by recipient, and no recipient shall provide any such athletics separately on such basis.

(b) Separate teams. Notwithstanding the requirements of paragraph (a) of this section, a recipient may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport. However, where a recipient operates or sponsors a team in a particular sport for members of one sex but operates or sponsors no such team for members of the other sex, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try-out for the team offered unless the sport involved is a contact sport. For the purposes of this part, contact sports include boxing, wrestling, rugby, ice hockey, football, basketball and other sports the purpose of major activity of which involves bodily contact.

(c) Equal opportunity. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics shall provide equal athletic opportunity for members of both sexes. In determining whether equal opportunities are available the Director will consider, among other factors:

(i) Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;

(ii) The provision of equipment and supplies;

(iii) Scheduling of games and practice time;

(iv) Travel and per diem allowance;

(v) Opportunity to receive coaching and academic tutoring;

(vi) Assignment and compensation of coaches and tutors;

(vii) Provision of locker rooms, practice and competitive facilities;

(viii) Provision of medical and training facilities and services;

(ix) Provision of housing and dining facilities and services;

(x) Publicity.

Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams if a recipient operates or sponsors separate teams will not constitute noncompliance with this section, but the Director may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex.

(d) Adjustment period. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the elementary school level shall comply fully with this section as expeditiously as possible but in no event later than one year from the effective date of this regulation. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the secondary or post-secondary school level shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.

Section I
Analysis Description and Planning Guide

Unit: ________________________________________________

Person Responsible: ____________________________________

Persons Completing the Analysis:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement
   - Attached
   - Non-existent
   - Not Applicable
   - Being developed; will be provided by ____________________________ (date)

2. Current operating procedures
   - Attached
   - Not applicable
   - Being developed; will be provided by ____________________________ (date)

3. Forms in use
   - Attached
   - Not applicable; no forms exist
   - Forms being revised; will be provided by ____________________________ (date)

4. Publications in use
   - Attached
   - Not applicable; no publications exist
   - Being developed; will be provided by ____________________________ (date)

5. Worksheets
   - Attached
   - Not applicable
   - Being developed; will be provided by ____________________________ (date)

Comments: (If applicable, include in your comments a general description of analyses and activities already underway or completed.)
_________________________________________________________________
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Signature ____________________________ Date ____________________________
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<th>Provision of Housing Facilities</th>
<th>Provision of Dining Facilities</th>
<th>Provision of Locker Room and Other Facilities</th>
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*Note: Additional comments or notes can be added in the 'Other Comments' column.*
Worksheet #2A
Analysis of Athletics Program
Unit: Athletics (Women's)

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<th>INTERCOLLEGIATE SPORTS</th>
<th>Provide Specific Description</th>
<th>Scheduling of Games and Practice Times</th>
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<th>Coaches</th>
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<th>Allowance</th>
<th>How Many?</th>
<th>Academic</th>
<th>Tutoring</th>
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Worksheet #134
Analysis of Athletics Program
Unit: Athletics (Women's)

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<th>Provide Specific Description</th>
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<th>Per Diem Allowance</th>
<th>Coaches Allowance</th>
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Other Comments
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Provide Specific Description:
- Provision of Equipment and Supplies
- Travel Allowance
- Coaches Allowance
- How Many? Academic
- Tutoring

Travel: Yes/No
Per Diem: Yes/No
Coaches Allowance: Yes/No
How Many? Academic: Yes/No
Tutoring: Yes/No
Section II
Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

4. Corrective action required
   a. Person(s) taking corrective action
   b. Time frame for corrective action:
      Beginning Date: ____________________
      Ending Date: ____________________
   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

Signature ____________________ Date ____________________
Section 4 (continued)
Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:
   d. Person(s) conducting further analysis
4. Corrective action required
   a. Person(s) taking corrective action
   b. Time frame for corrective action:
      Beginning Date: __________________________
      Ending Date: __________________________
   c. Description of corrective actions(s) (Include actions already completed or in progress.)
   d. Date further analysis will be complete:
   e. Person(s) conducting further analysis

Comments:

________________________

Date: __________________________
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<td>2. Results of analyses indicate no corrective action required</td>
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<td>a. Assistance requested</td>
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<tr>
<td>b. Assistance not needed</td>
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<tr>
<td>c. Date further analysis will be complete:</td>
</tr>
<tr>
<td>d. Person(s) conducting further analysis</td>
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<td>4. Corrective action required</td>
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<td>a. Person(s) taking corrective action</td>
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<td>b. Time frame for corrective action:</td>
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<td>Beginning Date:</td>
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<tr>
<td>Ending Date:</td>
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<tr>
<td>c. Description of corrective actions(s) (Include actions already completed or in progress)</td>
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</tbody>
</table>

Comments:
1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

   d. Person(s) conducting further analysis

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: __________________
      Ending Date: __________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:
______________________________
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Signature: ______________________
Date: __________________________
Packet #14

Health, Physical Education and Recreation

Worksheets in Packet #14

14A: Comparable Facilities
14B: Access to Course Offerings
14C: Analysis of Course Offerings and Activities and Programs
14D: Analysis of Intramural Sports Program*

* The Analysis of Intramural Sports Program Worksheets consists of two pages for the various sports. Pages 20-23 need to be removed from the notebook and taped together.
"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 ...." 

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:
Affirmative Action/Equal Opportunity Office
Utah State University
November 1975
Introduction

Unit: ____________________________

Person Responsible: ____________________________

Date Packet Distributed: ____________________________

Projected Date of Completion of Packet: ____________________________

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by ____________________________.)

Packet Contents

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Page</th>
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<tr>
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<td>Instructions</td>
<td>4</td>
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<td>6</td>
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<td>Section I:</td>
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<td>Analysis Description and Planning Guide Worksheets</td>
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<td>a) Policy Statements</td>
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<td>b) Current Operating Procedures</td>
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<td>c) Forms</td>
<td>26</td>
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<tr>
<td>d) Analyses</td>
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Instructions

The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX. Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by

The Analysis of Intramural Sports Program Worksheets consists of two pages for the various sports. Pages 20-23 need to be removed from the notebook and taped together.
The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.
§ 86.33 Comparable facilities.
A recipient may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.
(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 372, 374)

§ 86.34 Access to course offerings.
A recipient shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health, physical education, industrial, business-vocational, technical, home economics, music, and adult education courses.
(a) With respect to classes and activities in physical education at the elementary school level, the recipient shall comply fully with this section as expeditiously as possible but in no event later than one year from the effective date of this regulation. With respect to physical education classes and activities at the secondary and post-secondary levels, the recipient shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.
This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.
(c) This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.
(d) Where use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, the recipient shall use appropriate standards which do not have such effect.
(e) Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.
(f) Recipients may make requirements based on vocal range or quality which may result in a chorus or choruses of one or predominantly one sex.

§ 86.11 Athletics.
(a) General. No person shall, on the basis of sex, be excluded from participation, be denied the benefits of, or be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club, or intramural athletics offered by recipient and no recipient shall provide any such athletics separately on such basis.
(b) Separate teams. Notwithstanding the requirements of paragraph (a) of this section, a recipient may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport. However, where a recipient operates or sponsors a team in a particular sport for members of one sex but operates or sponsors no such team for members of the other sex, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try-out for the team offered unless the sport involved is a contact sport. For the purposes of this part, contact sports include boxing, wrestling, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.
(c) Equal opportunity. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics shall provide equal athletic opportunity for members of both sexes in determining whether equal opportunities are available the Director will consider, among other factors:
(i) Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;
(ii) The provision of equipment and supplies;
(iii) Scheduling of games and practice time;
(iv) Travel and per diem allowance;
(v) Opportunity to receive coaching and academic tutoring;
(vi) Assignment and compensation of coaches and tutors;
(vii) Provision of locker rooms, practice and competitive facilities;
(viii) Provision of medical and training facilities and services;
(ix) Provision of housing and dining facilities and services;
(x) Publicity.

Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams if a recipient operates or sponsors separate teams will not constitute noncompliance with this section, but the Director may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex.
(d) Adjustment period. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the elementary school level shall comply fully with this section as expeditiously as possible but in no event later than one year from the effective date of this regulation. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the secondary or post-secondary school level shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.
Contents of Analysis: (check all appropriate boxes)

1. Current policy statement
   - Attached
   - Non-existent
   - Not Applicable
   - Being developed; will be provided by ___ (date)

2. Current operating procedures
   - Attached
   - Not applicable
   - Being developed; will be provided by ___ (date)

3. Forms in use
   - Attached
   - Not applicable; no forms exist
   - Forms being revised; will be provided by ___ (date)

4. Publications in use
   - Attached
   - Not applicable; no publications exist
   - Being developed; will be provided by ___ (date)

5. Worksheets
   - Attached
   - Not applicable
   - Being developed; will be provided by ___ (date)
Worksheet #14A
Comparative Facilities
Unit: Health, Physical Education, and Recreation

1. Are the following facilities which are provided to students separately on the basis of sex, comparable for both sexes?
   a. Toilet facilities?
      ___ Yes
      ___ No.
   b. Locker room facilities?
      ___ Yes
      ___ No
   c. Shower facilities?
      ___ Yes
      ___ No

2. Describe any facilities that are not comparable:

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Worksheet #14B
Access to Course Offerings
Unit: Health, Physical Education and Recreation

1. Does the Department of Health, Physical Education and Recreation provide any class or course or carry out any of its education programs or activities, or require or refuse participation in education programs or activities separately on the basis of sex?

   _____ Yes
   _____ No

If "Yes," please proceed to Worksheet #14C.
# Analysis of Course Offerings and Activities and Programs

**Unit:** Health, Physical Education and Recreation

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(Note # that Applies)
Worksheet #14C (continued)

Analysis of Course Offerings and Activities and Programs
Unit: Health, Physical Education and Recreation

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Signature: ____________________________ Date: ____________
Worksheet #14C (continued)
Analysis of Course Offerings and Activities and Programs
Unit: Health, Physical Education and Recreation

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Worksheet #14C (continued)
Analysis of Course Offerings and Activities and Programs
Unit: Health, Physical Education and Recreation

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Worksheet #14C (continued)
Analysis of Course Offerings and Activities and Programs
Unit: Health, Physical Education and Recreation

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Analysis of Course Offerings and Activities and Programs
Unit: Health, Physical Education and Recreation.

Courses Required for
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Physical Education and Health
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Worksheet #14C (continued)
Analysis of Course Offerings and Activities and Programs
Unit: Health, Physical Education and Recreation

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Worksheet #14C (continued)
Analysis of Course Offerings and Activities and Programs
Unit: Health, Physical Education and Recreation

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Date: 347
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| Provision of Housing Facilities | Yes | No |
| Provision of Locker Room and Other Facilities | Yes | No |
| Provision of Medical and Training Services and Facilities | Yes | No |
| Publicity | Yes | No |
| Other Comments | Yes | No |
## Analysis of Intramural Sports Program (Men's)

**Unit:** Health, Physical Education and Recreation

### Intramural Sports

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Other Facilities

Publicity

Other Comments

352

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### Analysis of Intramural Sports Program (Men's)

**Unit:** Health, Physical Education and Recreation

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<td>Coaches Allowance</td>
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(continuation on page 22)
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Other Comments:

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No.

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No.

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No.

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No.

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No.

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### Section II
Results of Analyses and Corrective Actions Projected

#### POLICY STATEMENTS

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<tr>
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<td>3. Further analysis required</td>
</tr>
<tr>
<td>a. Assistance Requested</td>
</tr>
<tr>
<td>b. Assistance not needed</td>
</tr>
<tr>
<td>c. Date further analysis will be complete</td>
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</table>

4. Corrective action required
   a. Person(s) taking corrective action

   ______

   b. Time frame for corrective action:

   Beginning Date: ______
   Ending Date: ______

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

   ______

Comment:

__________________________

Signature

Date
### CURRENT OPERATING PROCEDURES

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<td>a. Assistance requested</td>
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<td>b. Assistance not needed</td>
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<td>c. Date further analysis will be complete</td>
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<td>4</td>
<td>Corrective action required</td>
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<tr>
<td></td>
<td>a. Person(s) taking corrective action</td>
</tr>
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<td></td>
<td>b. Time frame for corrective action:</td>
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<tr>
<td></td>
<td>Beginning Date:</td>
</tr>
<tr>
<td></td>
<td>Ending Date:</td>
</tr>
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<td></td>
<td>c. Description of corrective actions(s) (Include actions already completed or in progress)</td>
</tr>
</tbody>
</table>

**Comments:**

**Signature:**

**Date:**

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**Section II (continued)**

**Results of Analyses and Corrective Actions Projected**

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required:
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

4. Corrective action required:
   a. Person(s) taking corrective action

**Comments:**

**Signature:**

**Date:**
1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:
   d. Person(s) conducting further analysis
   e. Description of analysis:
4. Corrective action required
   a. Person(s) taking corrective action
   b. Time frame for corrective action:
      Beginning Date: ____________________________
      Ending Date: ____________________________
   c. Description of corrective action(s) (Include actions already completed or in progress.)

Comments:

Signature ____________________________ Date ____________________________

333 369
Results of Analyses and Corrective Actions Projected

ANALYSES

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:
   d. Person(s) conducting further analysis
4. Corrective action required
   a. Person(s) taking corrective action
   b. Time frame for corrective action:
      Beginning Date: ____________________________
      Ending Date: ____________________________
   c. Description of corrective actions(s) (Include actions already completed or in progress):
      ____________________________
      ____________________________
      ____________________________
      ____________________________
      ____________________________

Comments:

Signature ____________________________
Date ____________________________
Packet #15

Personnel Services Office/Office of Student Employment

Worksheets in Packet #15

15A: Forms in Use
15B: Recruitment, Advertising, Compensation, Job Classification
15C: Student Employment Analysis
15D: Publications/Brochures Evaluation Form
TITLE IX

Individual Packet of Materials
for

Institutional Self-Analysis

"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.

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:
Affirmative Action/Equal Opportunity Office
Utah State University

November 1975
Introduction

Unit: ____________________________

Person Responsible: ____________________________

Date Packet Distributed: ____________________________

Projected Date of Completion of Packet: ____________________________

(All packets must be returned to the Affirmative Action/Equal Opportunity Office by ____________________________)

Packet Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Page</th>
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<tbody>
<tr>
<td>I</td>
<td>Analysis Description and Planning Guide Worksheets</td>
<td>8</td>
</tr>
<tr>
<td>II</td>
<td>Results of Analyses and Corrective Action Projected</td>
<td></td>
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<tr>
<td>a)</td>
<td>Policy Statements</td>
<td>13</td>
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<td>b)</td>
<td>Current Operating Procedures</td>
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<td>c)</td>
<td>Forms</td>
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<td>d)</td>
<td>Publications/Brochures Analysis</td>
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<tr>
<td>e)</td>
<td>Analyses</td>
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</table>
Instructions

The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX.

Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by
The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.
Subpart E—Discrimination on the Basis of Sex in Employment in Education Programs and Activities Prohibited

§ 86.51 Employment.

(a) General. (1) No person shall, on the basis of sex, or any other sex-related basis, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any employment program or activity operated by a recipient which receives or benefits from Federal financial assistance.

(b) A recipient shall make all employment decisions in any employment program or activity operated by such recipient in a nondiscriminatory manner and shall not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant or employee in obtaining employment opportunities or status because of sex.

(c) A recipient shall not enter into any arrangement, or other relationship, which directly or indirectly has the effect of subjecting employees or students to discrimination prohibited by this subpart, including all arrangements with employment and referral agencies, with labor unions, and with organizations providing or administering fringe benefits to employees of the recipient.

(d) A recipient shall not grant preferences to applicants for employment on the basis of sex at an educational institution or entity which admits students only or predominantly members of one sex, and where the giving of such preferences has the effect of discriminating on the basis of sex in violation of this part.

(e) Application. The provisions of this subpart apply to:

(1) Recruitment, advertising, and the process of application for employment;

(2) Hiring, upgrading, promotion, consideration for and award of tenure, demotion, transfer, layoff, vacation, classification, application of nepotism policies, receipt of return from layoff, and rehiring;

(3) Rates of pay or any other form of compensation and changes in compensation;

(4) Job assignments, classifications, and structure and organization of positions, lines of progressions, and seniority lists;

(5) The terms of any collective bargaining agreement;

(6) Granting and return from leaves of absence, leave for pregnancy, childbirth, false pregnancy, termination of pregnancy, leave for persons of either sex to care for children or dependents, or any other leave;

(7) Fringe benefits available by virtue of employment, whether or not administered by the recipient;

(8) Selection and financial support for training, including apprenticeship, professional meetings, conferences, and related activities, selection for tuition assistance, selection for enrollment and leaves of absence to pursue training;

(9) Employer-sponsored activities, including social or recreational programs; and

(10) Any other term, condition, or privilege of employment.

§ 86.52 Employment criteria.

A recipient shall not administer or operate any test or other criterion for any employment opportunity which has a disproportionately adverse effect on persons on the basis of sex.

(a) Use of such test or other criterion is shown to predict validly successful performance in the position in question, and

(b) Alternative tests or criteria for such purpose, which do not have such disproportionately adverse effect, are shown to be unavailable.

§ 86.53 Recruitment.

(a) Nondiscriminatory recruitment and hiring. A recipient shall not discriminate on the basis of sex in the recruitment and hiring of employees. Where a recipient has been found to be presently discriminating on the basis of sex in the recruitment and hiring of employees, or has been found to have in the past so discriminated, the recipient shall recruit members of one sex so discriminated against so as to overcome the effects of such past or present discrimination.

(b) Recruitment patterns. A recipient shall not recruit primarily or exclusively at entities which formal or informal rules or practices of such entities have the effect of discriminating on the basis of sex in violation of this part.

§ 86.54 Compensations.

A recipient shall not make or enforce any policy or practice which, on the basis of sex:

(a) Makes distinctions in rates of pay or other compensation;

(b) Results in the payment of wages to employees of one sex at a rate less than that paid to employees of the opposite sex for equal work on the job, the performance of which requires equal skill, effort, and responsibility, and which are performed under similar working conditions.

§ 86.55 Job classification and structure.

A recipient shall not:

(a) Classify a job as being for males or for females;

(b) Maintain or establish separate lines of progression, seniority lists, career ladders, or tenure systems based on sex;

(c) Maintain or establish separate lines of progression, seniority systems, career ladders, or tenure systems based on sex, for similar jobs, position descriptions, or job requirements which classify persons on the basis of sex, unless sex is a bona-fide occupational qualification for the positions in question as set forth in § 86.51.

§ 86.56 Fringe benefit.

(a) "Fringe benefit," defined. For purposes of this part, fringe benefits means any involuntary, accident, health, life insurance or retirement benefit, service, policy, or plan, any profit-sharing or bonus plan, leave, and any other benefits or service of employment not subject to the provisions of § 86.54.

(b) Prohibitions. A recipient shall not:

(1) Discriminate on the basis of sex in the selection, with regard to making fringe benefits available to employees or make fringe benefits available to spouses, families, or dependents of employees differently upon the basis of the employer's sex;

(2) Administer, operate, offer, or participate in a fringe benefit plan which does not provide for equal or comparable fringe benefits for members of each sex, or for equal contributions to the plan by such members of each sex; or

(3) Administer, operate, offer, or participate in a pension or retirement plan which establishes different optional or compulsory retirement ages based on sex or which otherwise discriminates in benefits on the basis of sex.

§ 86.57 Marital or parental status.

(a) General. A recipient shall not apply any policy or take any employment action:

(1) Concerning the potential marital, parental, or family status of an employee or applicant for employment which treats persons differently on the basis of sex;

(2) Which is based upon whether an employee or applicant for employment is the head of the family unit, or is the family unit's breadwinner or wage earner in such employee's or applicant's family unit.

(b) Provisions. A recipient shall not discriminate against or exclude from employment any employee or applicant for employment which treats persons differently on the basis of sex in:

(1) Concerning marital status, parental status, or family status in employment, including insurance benefits, social security, and death benefits;

(2) Concerning the maintenance of a fringe benefit plan which establishes different optional or compulsory retirement ages based on sex, and which otherwise discriminates in benefits on the basis of sex.

§ 86.58 Pregnancy.

A recipient shall not discriminate against or exclude from employment any employee or applicant for employment which treats persons differently on the basis of sex in:

(1) Concerning the maintenance of a fringe benefit plan which establishes different optional or compulsory retirement ages based on sex, and which otherwise discriminates in benefits on the basis of sex;

(2) Concerning the maintenance of a fringe benefit plan which establishes different optional or compulsory retirement ages based on sex, and which otherwise discriminates in benefits on the basis of sex;

(3) Concerning the number of hours that are charged, the amount of pay that is charged, or the amount of leave that is charged in connection with pregnancy, childbirth, and related medical care for births or false pregnancies, and recovery therefrom.

(4) Concerning the maintenance of a fringe benefit plan which establishes different optional or compulsory retirement ages based on sex, and which otherwise discriminates in benefits on the basis of sex;

(5) Concerning the number of hours that are charged, the amount of pay that is charged, or the amount of leave that is charged in connection with pregnancy, childbirth, and related medical care for births or false pregnancies, and recovery therefrom.

(6) Concerning the maintenance of a fringe benefit plan which establishes different optional or compulsory retirement ages based on sex, and which otherwise discriminates in benefits on the basis of sex;

(7) Concerning the number of hours that are charged, the amount of pay that is charged, or the amount of leave that is charged in connection with pregnancy, childbirth, and related medical care for births or false pregnancies, and recovery therefrom.

(8) Concerning the maintenance of a fringe benefit plan which establishes different optional or compulsory retirement ages based on sex, and which otherwise discriminates in benefits on the basis of sex;

(9) Concerning the number of hours that are charged, the amount of pay that is charged, or the amount of leave that is charged in connection with pregnancy, childbirth, and related medical care for births or false pregnancies, and recovery therefrom.

(10) Concerning the maintenance of a fringe benefit plan which establishes different optional or compulsory retirement ages based on sex, and which otherwise discriminates in benefits on the basis of sex;
§ 66.38 Effect of State or local law or other requirements.

(a) Prohibitory requirements. The obligation to comply with this subpart is not abrogated or alleviated by the existence of any State or local law or other requirement which imposes prohibitions or limits upon employment of members of one sex which are not imposed upon members of the other sex.

(b) Benefits. A recipient which provides any compensation, service, or benefit to members of one sex pursuant to a State or local law or other requirement shall provide the same compensation, service, or benefit to members of the other sex.

§ 66.59 Advertising.

A recipient shall not in any advertisement related to employment indicate preference, limitation, specification, or discrimination based on sex unless sex is a bona-fide occupational qualification for the particular job in question.

§ 66.60 Pre-employment inquiries.

(a) Marital status. A recipient shall not make pre-employment inquiries as to the marital status of an applicant for employment, including whether such applicant is "Miss or Mrs."

(b) Sex. A recipient may make pre-employment inquiries as to the sex of an applicant for employment, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.

§ 66.61 Sex as a bona-fide occupational qualification.

A recipient may take action otherwise prohibited by this subpart provided it is shown that sex is a bona-fide occupational qualification for that action, such that consideration of sex with regard to such action is essential to successful operation of the employment function concerned. A recipient shall not take action pursuant to this section which is based upon alleged comparative employment characteristics or stereotypes characteristics of one or the other sex, or upon preference based on sex of the recipient, employees, students, or other persons, but nothing contained in this section shall prevent a recipient from considering an employee's sex in relation to employment in a locker room or toilet facility used only by members of one sex.

§ 66.39 Employment assistance to students.

(a) Assistance by recipient in making available outside employment. A recipient which assists any agency, organization, or person in making employment available to any of its students:

1. Shall assure itself that such employment is made available without discrimination on the basis of sex; and

2. Shall not render such services to any agency, organization, or person which discriminates on the basis of sex in its employment practices.

(b) Employment of students by recipients. A recipient which employs any of its students shall not do so in a manner which violates Subpart E.
Section I
Analysis Description and Planning Guide

Unit: __________________________

Person Responsible: __________________________

Persons Completing the Analysis:

__________________________________________

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement
   - Attached
   - Non-existent
   - Not Applicable
   - Being developed; will be provided by ____________

2. Current operating procedures
   - Attached
   - Not applicable
   - Being developed; will be provided by ____________

3. Forms in use
   - Attached
   - Not applicable; no forms exist
   - Forms being revised; will be provided by ____________

4. Publications in use
   - Attached
   - Not applicable; no publications exist
   - Being developed; will be provided by ____________

5. Worksheets
   - Attached
   - Not applicable
   - Being developed; will be provided by ____________

Comments: (If applicable, include in your comments a general description of analyses and activities already underway or completed.)

__________________________________________

Signature

Date

(379)
1. Please complete the following table:

<table>
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<th>Names of Forms Used by Personnel Services that are Completed by Students Seeking Employment</th>
<th>Is Marital Status Asked on Form? Yes/No</th>
<th>Is Parental Status Asked on Form? Yes/No</th>
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</tbody>
</table>

Signature

Date
1. Please describe how students are informed of the availability of on-campus and off-campus part-time or temporary employment. Please include any pertinent written information.

2. If recruitment or advertising is conducted for part-time or temporary student employment, please describe:

3. Does the University make any distinctions in rates of pay or other compensation to its student employees by sex?
   - Yes
   - No
   If yes, please describe:
4. In making employment available to University students, does the Personnel Services Office/Office of Student Employment classify a job as being for males or females?
   
   Yes
   
   No
   
   If yes, please explain:

   __________________________________________________________
   __________________________________________________________

5. What steps has the Personnel Services Office/Office of Student Employment taken to ensure that any agencies, organizations, or persons which are assisted by the University in informing students of off-campus employment do not discriminate on the basis of sex? Please describe.

   __________________________________________________________
   __________________________________________________________
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### Student Employment Analysis (1975-1976)

**Unit:** Personnel Services

**Campus Units**

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*This information may be available in the Affirmative Action/Equal Opportunity Office.*

**GRADUATE**

<table>
<thead>
<tr>
<th>Campus Units</th>
<th>Total Number</th>
<th>Male Number</th>
<th>Male Percent</th>
<th>Female Number</th>
<th>Female Percent</th>
<th>Total Male Number</th>
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</tbody>
</table>

**Includes only those on payroll; graduate assistants are documented in Packet 9.**
Section II
Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

   d. Person(s) conducting further analysis

   e. Description of analysis:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: ______________________
      Ending Date: ______________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

Signature Date
1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete: ____________________________
   d. Person(s) conducting further analysis ____________________________

4. Corrective action required
   a. Person(s) taking corrective action ________________________________
   b. Time frame for corrective action:
      Beginning Date: _____________________
      Ending Date: _______________________
   c. Description of corrective action(s) (Include actions already completed or in progress.)
      __________________________________________
      __________________________________________
      __________________________________________
      __________________________________________

Comments: ________________________________________________________

Signature: __________________________ Date: __________
Section (continued)
Results of Analyses and Corrective Actions Projected

FORMS

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

   d. Person(s) conducting further analysis

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date:
      Ending Date:

   c. Description of corrective actions (Include actions already completed or in progress.)

Comments:

Signature

Date
Section 1 (continued)

Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be completed:

   d. Person(s) conducting further analysis

   e. Description of analysis:

Comments:

Signature

Date

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: ____________________________
      Ending Date: ____________________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

Signature

Date
Section (continued)

Results of Analyses and Corrective Actions Projected

ANALYSES

1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

   d. Person(s) conducting further analysis

   e. Description of analysis:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: ___________________________
      Ending Date: ___________________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments: ________________________________________________________________

______________________________________________________________
Academic Deans

Worksheets in Packet #16

16A: Admission of Students to Graduate Programs: Policy and Procedure
16B: Forms in Use
16C: Programs not Operated by Recipient
16D: Access to Course Offerings
16E: Financial Assistance
16F: Financial Assistance Restricted to Members of a Particular Sex
16G: Publications/Brochures Evaluation Form

Note: One complete packet is being supplied. Please duplicate a copy for each academic college at your university.
TITLE IX

Individual Packet of Materials
for
Institutional Self-Analysis

"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.

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975
Unit: ________________________________
Person Responsible: ________________________________
Date Packet Distributed: ________________________________
Projected Date of Completion of Packet: ________________________________

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by ________________________________.)

Packet Contents

<table>
<thead>
<tr>
<th>Packet Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Instructions</td>
</tr>
<tr>
<td>Implementing Regulations</td>
</tr>
<tr>
<td>Section I:</td>
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<tr>
<td>Section II:</td>
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<tr>
<td>Analysis Description and Planning Guide Worksheets</td>
</tr>
<tr>
<td>Results of Analyses and Corrective Action Projected</td>
</tr>
<tr>
<td>a) Policy Statements</td>
</tr>
<tr>
<td>b) Current Operating Procedures</td>
</tr>
<tr>
<td>c) Forms</td>
</tr>
<tr>
<td>d) Publications/Brochures Analysis</td>
</tr>
<tr>
<td>e) Analyses</td>
</tr>
</tbody>
</table>
Instructions

The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX.

Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by
The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by ______________________

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.
Subpart C—Discrimination on the Basis of Sex in Admission and Recruitment Procedures

§ 86.21 Admission.
(a) General. No person shall, on the basis of sex, be denied admission, or be subjected to discrimination in admission. Nothing in this subpart applies, except as provided in §§ 86.16 and 88.17.
(b) Specific prohibitions. (1) In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this subpart applies shall not:
(i) Give preference to one person over another on the basis of sex, by ranking applicants separately on such basis, or otherwise;
(ii) Apply numerical limitations upon the number or proportion of persons of either sex who may be admitted or otherwise;
(2) Subject any person to discrimination in violation of this subpart.
(2) In determining whether such a person satisfies any policy or criterion for admission which has a disproportionately adverse effect on persons on the basis of sex unless the use of such test or criterion is shown to predict validly success in the education program or activity in question and alternative tests or criteria which do not have such a disproportionately adverse effect are shown to be unavailable.
(c) Prohibitions relating to marital or parental status. In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this subpart applies:
(i) Shall not apply any rule concerning the actual or potential parental, family, or marital status of a student or applicant which treats persons differently on the basis of sex;
(ii) Shall not discriminate against or exclude any person on the basis of pregnancy, childbirth, termination of pregnancy, or recovery therefrom, or establish or follow any rule or practice which so discriminates or excludes;
(iii) Shall treat disabilities related to pregnancy, childbirth, termination of pregnancy, or recovery therefrom in the same manner and under the same policies as any other temporary disability or physical condition; and
(iv) Shall not make pre-admission inquiries as to the marital status of an applicant for admission, including whether such applicant is "Miss" or "Mrs." A recipient may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.
(2) Any recipient which requires participation by any applicant, student, or employee in any education program or activity not operated wholly by such recipient, or which facilitates, permits, or otherwise makes available reasonable services or provides any aid, benefit, or service to any student, shall not discriminate or exclude on the basis of sex, or otherwise treat differently, any person on the basis of sex in violation of this subpart.
(2) Provided, a recipient educational institution may administer or assist in the administration of scholarships, fellowships, or other awards established by foreign or domestic wills, trusts, or similar legal instruments, or by acts of foreign governments and restricted to members of one sex, which are derived from, or otherwise makes available reasonable opportunities for similar study for members of the other sex. Such opportunities may be provided from, either domestic or foreign sources.

Subpart D—Discrimination on the Basis of Sex in Education Programs and Activities Prohibited

§ 86.30 Preference in admission.
A recipient to which this subpart applies shall not discriminate on the basis of sex in admission, on the basis of attendance at any educational institution or program, or in any other educational qualification of either sex as students or predominantly members of one sex, if the giving of such preference has the effect of discriminating on the basis of sex in violation of this subpart.

§ 86.23 Recruitment.
(a) Nondiscriminatory recruitment. A recipient to which this subpart applies shall not discriminate on the basis of sex in the recruitment and admission of students. A recipient may be required to undertake additional recruitment efforts pursuant to § 86.3(a), and may choose to undertake such efforts as affirmative action pursuant to § 86.3(b).
(b) Recruitment at certain institutions. A recipient to which this subpart applies shall not recruit primarily or exclusively at educational institutions, schools or entities which admit as students only or predominantly members of one sex. Such actions have the effect of discriminating on the basis of sex in violation of this subpart.

Subpart E—Prohibitions Against Sex in Education Programs and Activities

§ 86.32 Education programs and activities.
(1) Shall not provide different, or otherwise limit any person in the enjoyment of, any right, privilege, advantage, or opportunity;
(2) Assistance administered by a recipient educational institution to study at a foreign institution; and an educational institution may administer or assist in the administration of scholarships, fellowships, or other awards established by foreign or domestic wills, trusts, or similar legal instruments, or by acts of foreign governments and restricted to members of one sex, which are awarded to members of the other sex, and are derived from, or otherwise makes available reasonable opportunities for similar study, or which otherwise makes available reasonable opportunities for similar study for members of the other sex. Such opportunities may be provided from, either domestic or foreign sources.
A recipient shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis including health, physical education, industrial arts, vocational, technical, home economics, music, and adult education courses.

With respect to classes and activities in physical education at the elementary school level, the recipient shall comply fully with this section as expeditiously as possible but in no event later than one year from the effective date of this regulation. With respect to physical education classes and activities at the secondary and post-secondary levels, the recipient shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.

The action does not prohibit grouping of students in physical education classes and activities as assessed by objective standards of individual performance, sex, or age. This section does not prohibit separation of students by sex within physical education classes or activities during participation in pre-stamped! moving, rousing the bears, football, basketball and other athletic events or activity of which involves bodily contact.

What is a single standard of measurable skill or progress in a physical education class has an adverse effect on members of one sex, the recipient shall use appropriate standards which do not have such effect.

Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.

Recipients may make requirements based on vocal range or quality which may result in a chorus of choirs of one or preponderantly one sex.

Financial assistance.

(a) General. Except as provided in paragraphs (b) and (c) of this section, any financial assistance or educational assistance awarded to any of its students, a recipient shall not:

The extent of availability of funds restricted to members of a particular sex; or (3) a recipient which operates a portion of its education program or activity separately for pregnant students, admits or bars an otherwise qualified pregnant student on the part of the student as provided in paragraph (b)(1) of this section shall ensure that the instructional program in the separate programs is comparable to that offered to non-pregnant students.

(a) A recipient shall treat pregnancy, childbirth, false pregnancy, and recovery therefrom in the same manner and under the same policies with respect to any medical or hospital benefit, service, plan or policy which such recipient administers, operates, or participates in with respect to students admitted to its educational program or activity.

(5) In the case of a recipient which does not maintain a leave policy for its students, or in the case of a student who does not otherwise qualify for leave under such a policy, a recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom as a justification for a leave of absence for so long a period of time as is deemed medically necessary by the student's physician, at the conclusion of which, the student shall be reinstated to the status which she held when the leave began.

(See secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)
Section I
Analysis Description and Planning Guide

Unit: ____________________________________________

Person Responsible: ____________________________________________

Persons Completing the Analysis:

__________________________________________

__________________________________________

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement
   - Attached
   - Non-existent
   - Not Applicable
   - Being developed; will be provided by ___________ (date)

2. Current operating procedures
   - Attached
   - Not applicable
   - Being developed; will be provided by ___________ (date)

3. Forms in use
   - Attached
   - Not applicable; no forms exist
   - Forms being revised; will be provided by ___________ (date)

4. Publications in use
   - Attached
   - Not applicable; no publications exist
   - Being developed; will be provided by ___________ (date)

5. Worksheets
   - Attached
   - Not applicable
   - Being developed; will be provided by ___________ (date)

Comments: (If applicable, include in your comments a general description of analyses and activities already underway or completed.)

__________________________________________

__________________________________________

Signature: ____________________________

Date: ____________________________
1. Please complete the following chart:

<table>
<thead>
<tr>
<th>Names of Tests Required to be Taken by Applicants Prior to Admission to Graduate Program</th>
<th>Is Test Validated Against any Sex Bias?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Please Attach Documentation)</td>
</tr>
</tbody>
</table>

2. Does your college numerically limit or rank by sex any applicants for admission to graduate programs in any department?
   - Yes
   - No

3. In advertising or disseminating information about graduate degree programs, do any departments within your college utilize flyers, posters, brochures, memoranda, letters, etc.
   - Yes
   - No

   If "Yes," please complete worksheet #16H--Brochures/Publications Evaluation Form.

Signature: ___________________________
Date: ___________________________
Please list names of all forms originating in your college and in departments within your college that are completed by students or prospective students:

<table>
<thead>
<tr>
<th>Name</th>
<th>Does Form ask for Marital Status?</th>
<th>Yes/No</th>
<th>Does Form ask for Parental Status?</th>
<th>Yes/No</th>
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</thead>
<tbody>
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</tbody>
</table>

Signature ___________________________ Date ___________________________
Programs not Operated by Recipient
Unit: College of ______________________

1. Does your college, or departments within your college, require participation by an applicant, student, or employee in any education program or activity not operated wholly by your university or college (examples: educational consortia, cooperative employment, student teaching assignments)?
   _____ Yes
   _____ No

   If "Yes," please answer the following: Does this requirement include participation in:
   a) educational consortia?
      _____ Yes
      _____ No
   b) cooperative employment?
      _____ Yes
      _____ No
   c) student teaching?
      _____ Yes
      _____ No

   If you answered "Yes" to any of the above, have these cooperating institutions, consortia, etc., assured your college and departments in writing that selection and placement of University students take place without regard to sex?
   _____ Yes
   _____ No

   (Please attach any correspondence or comments.)

Signature __________________________ Date __________
1. Does your college, or departments within your college, provide any course or carry out any of its education programs or activities, or require or refuse participation in any education programs or activities on the basis of sex?

   ___ Yes
   ___ No

If "Yes," please describe fully or attach written description.
The following questions and worksheets apply specifically to those types of financial assistance that are administered only by the academic colleges and not through Financial Aids.

1. How are students and prospective students notified of available financial assistance (scholarships, loans, awards, grants) that is administered through your college (please describe; include any pertinent written information such as brochures, memoranda, letters, etc.).

2. How do eligible students apply for this financial assistance?
Worksheet #16E
Financial Assistance
Unit: College of

3. How are students' applications for financial assistance evaluated, and how are final decisions made?

__________________________________________

__________________________________________

__________________________________________

__________________________________________

4. Does your college administer any financial assistance to students that is restricted to members of a particular sex?

____ Yes

____ No

Signature ______________________ Date ______________________
Worksheet #16F
Financial Assistance Analysis (1975-76 School Year)
Unit: College of

<table>
<thead>
<tr>
<th>FINANCIAL AID</th>
<th>RECIPIENTS</th>
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<tbody>
<tr>
<td>Names of Scholarships, Loans, Awards, Etc.</td>
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</tr>
<tr>
<td>1. Male Only</td>
<td></td>
</tr>
<tr>
<td>2. Female Only</td>
<td></td>
</tr>
<tr>
<td>3. Male &amp; Female</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sex Restricted?</th>
<th>Male Dollar Amount</th>
<th>Female Dollar Amount</th>
<th>Total Number of Sex-Restricted Scholarships, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Male Only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Female Only</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. Male &amp; Female</td>
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<td></td>
</tr>
</tbody>
</table>

Total Number of Non-Sex-Restricted Scholarships, etc.

<table>
<thead>
<tr>
<th>Dollar Amount</th>
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<tr>
<td>411 $</td>
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</table>

Number Awarded to Males

<table>
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<th>Dollar Amount</th>
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<tbody>
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<td>$</td>
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</tbody>
</table>

Number Awarded to Females

<table>
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<tr>
<th>Dollar Amount</th>
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</thead>
<tbody>
<tr>
<td>$</td>
</tr>
</tbody>
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Dollar Amount Subtotal

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<tr>
<th>Dollar Amount</th>
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</thead>
<tbody>
<tr>
<td>412 $</td>
</tr>
</tbody>
</table>

Signature

__________________________________________

Date

_________________________

412
Roles of Men and Women
1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.
2. Girls and boys are shown as having diversified career options.
3. Women are depicted in a wide variety of professions.
4. Women and girls are shown as active participants with men and boys, not as passive observers.

Portrayals of Men and Women
5. Women and men are portrayed with approximately equal frequency.
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.
8. Women and men are treated with the same respect and dignity.
9. In recruiting materials, women are equally sought after as men.
10. Women are portrayed as positive role models.

Language Considerations:
11. Use of language includes both men and women, and is non-sexist.
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals they or them.
13. Use of the generic term "men" is shown to include women through pictures and examples.

Ethnic Minorities
14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.
15. Ethnic minorities are depicted positively as citizens, students, and potential students.

* Based upon McGraw Hill Book Company's guidelines for their publications.
**Sect. II**

Results of Analyses and Corrective Actions Projected

**POLICY STATEMENTS**

1. Non-Applicable

2. Results of analyses indicate no corrective action required

3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

   __________________________

   d. Person(s) conducting further analysis:

   __________________________

   e. Description of analysis:

   __________________________

4. Corrective action required
   a. Person(s) taking corrective action:

   __________________________

   b. Time frame for corrective action:
   Beginning Date: __________________________
   Ending Date: __________________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

   __________________________

Comments:

____________________________

____________________________

____________________________

____________________________

____________________________

____________________________

Signature __________________________ Date __________________________
### Results of Analyses and Corrective Actions Projected

**CURRENT OPERATING PROCEDURES**

<table>
<thead>
<tr>
<th>1. Non-Applicable</th>
</tr>
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<tbody>
<tr>
<td>2. Results of analyses indicate no corrective action required</td>
</tr>
<tr>
<td>3. Further analysis required</td>
</tr>
<tr>
<td>a. Assistance requested</td>
</tr>
<tr>
<td>b. Assistance not needed</td>
</tr>
<tr>
<td>c. Date further analysis will be complete:</td>
</tr>
<tr>
<td>d. Person(s) conducting further analysis</td>
</tr>
<tr>
<td>e. Description of analysis:</td>
</tr>
</tbody>
</table>

**4. Corrective action required**
- a. Person(s) taking corrective action
- b. Time frame for corrective action:
  - Beginning Date: ___________.
  - Ending Date: ___________.
- c. Description of corrective actions(s) (Include actions already completed or in progress.)

**Comments:**

*Signature* ___________.

*Date* ___________.

*Comments:* ___________.
Section II (continued)
Results of Analyses and Corrective Actions Projected

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

   d. Person(s) conducting further analysis

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: ____________________________
      Ending Date: ____________________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

Signature ____________________________

Date ____________________________
Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:

   d. Person(s) conducting further analysis

   e. Description of analysis:

   Comments:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date:
      Ending Date:

   c. Description of corrective actions(s) (Include actions already completed or in progress.)
Results of Analyses and Corrective Actions Projected

ANALYSES

1. Non-Applicable
2. Results of analyses indicate no corrective action required
3. Further analysis required
   a. Assistance requested
   b. Assistance not needed
   c. Date further analysis will be complete:
   d. Person(s) conducting further analysis
   e. Description of analysis:

4. Corrective action required
   a. Person(s) taking corrective action

   b. Time frame for corrective action:
      Beginning Date: __________________________
      Ending Date: __________________________

   c. Description of corrective actions(s) (Include actions already completed or in progress.)

Comments:

Signature __________________________ Date ______

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