

Report evaluates Title IX compliance

Task force ends seven-month review

A task force report of Title IX, the federal law prohibiting sex discrimination in government-funded institutions, released an evaluation of University programs late last week.

The seven-month study by a 16-member student-faculty committee reviewed all University practices and policies. According to Myra Willard, director of the University's Affirmative Action Program, the report "points out areas of non-compliance, and makes recommendations about them."

The report has been forwarded to the University Pres. William Boyd and soon will be made available for review by members of the University community.

"I am gratified to note from my preliminary examination that although the task force has many suggestions, in fact, the University's policies are in the main non-discriminatory and in conformity with our Affirmative Action plan," he said in accepting the report.

Complimenting the task force for its work, Boyd said some expected problems have been "identified with much greater clarity" because of the self-study efforts.

"No one expects that solutions will be easily found, but we shall move forward forthrightly to find them," he said.

The 59-page report, plus appendices, includes recommendations in such areas as designations of a Title IX compliance officer, adoption and publication of grievance procedures, policy dissemination, admission and recruitment of students, student personnel services, student organizations, field service activities, housing, facilities, access to course offerings, counseling, financial aid, student employment, health and insurance benefits, marital or parental status, athletics and employment.

A primary focus of the report was athletics. Of the 85 recommendations made by the committee, 38 concerned the physical education and athletic departments. Although Title IX does not require that equal funds be given to men and women, it does dictate a proportion-

ally equal amount of money be spent on men and women per athlete. Presently, there are more men athletes than women, so the men's programs are given greater funding.

Recommendations include an increased number of athletic facilities for women, a larger staff of coaches and personnel for women's sports and a scholarship program for women athletes. Last year, there were no full-time coaches for women, no scholarships, and the budget was one-thirteenth the size of the men's athletic department.

The athletic programs, unlike other University policies which should already be in compliance, have until July 1978 to conform to the Title IX regulations, according to Willard. There are, however, several basic areas of confusion with the law. While Title IX requires equal treatment of women in athletics and physical education, "it does not say what equal is," Willard explains.

In the area of access to course offering, the task force proposed 10 recommendations. The proposals include establishing informal grievance procedures through which students can air differences, discuss problems or register complaints, and eliminating sex stereotype language from course descriptions and titles.

Following is a summary of other recommendations contained in the report:

General recommendations: disseminate summary of Title IX provisions to faculty, students and University staff; raise awareness and concern for correcting sex discrimination; disseminate summary of Title IX self-study to University community.

Title IX officer: combine grievance procedures for graduate students and graduate student assistants and publicize procedures among students and faculty.

Dissemination policy: include statement of University's nondiscriminatory policy in all external publications.

Publications: recommend editorial review of material intended for publica-

tion by affirmative action liaison personnel; clarify with federal government what constitutes a "publication;" include a statement in all athletic apublications which indicates men's and women's opportunities to participate in intercollegiate athletic programs.

Admission, recruitment: use nondiscriminatory policy statement in publications; encourage respective sexes to apply in underrepresented study areas; use men and women on institutional recruiting teams; study attrition patterns to determine if discrimination contributes to attrition.

Student personnel services: request ruling to determine if Title IX regulations permit preadmission information about a foreign student's marital status.

Student organizations: request Student Administrative Board to review its policy and procedures to comply with Title IX; change name of "Women's Recreation Association;" remove reference of noncomplying Title IX organizations from University publications; withdraw use of facilities or resources to organizations whose membership policies are in violation of Title IX.

Field services: request statement of nondiscrimination from external agencies which cooperate in field placements of students.

Housing: consider difference in number of lock and no-lock units for men and women.

Student financial aid: remove request for marital status from applications; request and monitor Title IX compliance within work-study program; check new computerized award process to insure that it is free of discrimination; assign responsibility for scholarship records and reporting in the student financial aid office.

Student employment assistance: monitor Graduate Teaching Fellowship awards for disparities; develop a system for auditing and summarizing student hires; review student appointments to identify problems of inequities.

Marital, parental status: formulate pol-



Drawing by Tracy Taylor

icy for students stating that pregnancy, termination of pregnancy and related conditions are treated as temporary disabilities.

Employment: develop training programs to assist entrance of underrepresented groups into campus jobs; provide better "career-ladder" opportunities; begin male/female faculty salary study and remedy inequities; review administrative officer and administrative assistant provisions; review promotion and tenure decision process.

"As I review the recommendations I find that many are already underway and implementation of some can commence immediately," Boyd said. Others, he added, will require additional analysis and requests for finding before further policy decisions can be made.

At Boyd's direction, copies of the complete report will be placed on file and be made available to public inspection by Wednesday.

Interested persons will be able to examine the report in the President's office, Room 110, Johnson Hall; at the library's Reference Desk; in the office of the assistant to the president for legal affairs, Room 361, law center; the ASUO president's office, Suite 4, EMU; university relations department, 121 Susan Campbell Hall; the office of the University Senate President, Room 257, PLC; Affirmative Action office, 465 Oregon Hall; and the personnel department, 463 Oregon Hall.

Lobbyists prepare bill of rights

Ever heard of a student bill of rights? Perhaps not yet, but in the opinion of ASUO and Oregon Student Lobby (OSL) representatives, it's a term you're likely to encounter frequently in the future—probably during the upcoming Oregon legislative session.

According to Mark Cogan, ASUO vice-president for legislative affairs, the concept of a student bill of rights is yet another aspect of the growing movement towards consumerism in education.

In the form most student leaders envision, he explains, the bill

will "constitute an articulation of the contract that exists between the educational institution and the student, announcing the obligations and responsibilities between the two. In doing so, it will require a "full disclosure of the information" students need to reach intelligent decisions regarding college attendance. Information on such topics as faculty evaluations and quality of instruction, grading procedures, total cost of the educational program, job placement of graduates and the success of graduates in meeting professional licensing requirements will be required under the bill, according to

student representatives.

Cogan emphasizes the student bill of rights is still in the "preliminary planning stages.

"We're still gathering our thoughts together at this point," he explains. He believes it is likely student groups will formulate a definite proposal to introduce at the upcoming legislative session (which begins January 1977 in Salem). "Or we may end up with a study on it in that interim—and introduce actual legislation during the following legislative session," Cogan adds.

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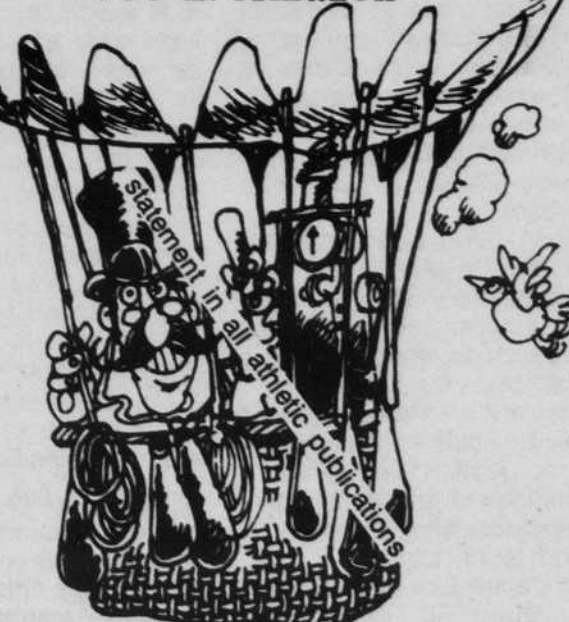
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