GENDER

3.1.1. List all “conditions for certification” imposed by the Committee on Athletics Certification in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). For each condition, provide:
   a. The original “condition” imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or non-completion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

No conditions imposed.

3.1.2. Report on the implementation of the plan for improvement to address gender issues developed by the institution during its second-cycle certification process. In each case, provide:
   a. The original plan;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or non-completion of such plans.

The Committee on Athletics Certification will not accept the following explanations for partial completion or non-completion:
   1. The institution did not possess sufficient funds to implement the plan.
   2. The institution has had personnel changes since the original development of the plan.
   3. The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial completion or non-completion:
   • The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 gender-issues plan.

Measurable Standard No. 1

The institution must demonstrate that it has implemented its Cycle 2 gender-issues plan or provide an explanation for partial completion of the plan.
   a. The committee will not accept the following explanations for partial completion or non-completion:
      (1) The institution did not possess sufficient funds to implement the plan.
      (2) The institution has had personnel changes since the original development of the plan.
      (3) The institution does not have documentation of actions taken to implement the plan.
   b. The committee will accept the following explanation for partial completion or non-completion:
• The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress towards the same goal outlined in its Cycle 2 gender-issues plan.

1. Original Plan
The proportion of athletic participation opportunities for men and women shall be maintained to correspond to the proportionality limits for Title IX

Action
Achieved but now must be maintained

Action date
Ongoing

Explanation for partial or non-completion
Action completed

2. Original Plan
The percentage of female participation in intercollegiate athletics shall not decrease substantially from the FY 2001 levels or the 5 year historical levels due to the addition of men’s sports or to increasing participation opportunities for male athletes

Action
Require 2 women skiers for every male skier (since male skiing has been added)

Action date

Explanation for partial or non-completion
Action completed

3. Original Plan
Remedy the concern regarding the competitiveness of women’s ski team

Action
Analyze possible solutions to the equity concern
Develop a plan with the projected costs and potential resources and present it to the President and UPBAC
University shall continue to fund athletic grants-in-aid (scholarships) for female athletes as close as possible to the maximums allowed per sport by the NCAA

Action date
Analyzed Spring 2003
Plan developed and presented Spring 2003
Ongoing funding of all scholarship sports (maximum allowable NCAA)

Explanation for partial or non-completion
Action completed

4. Original Plan
Increase public awareness of and support for women’s sports at the University

Action
Develop a plan for increased donor contacts, publicity, and funding

Action date
2003-2007, priority list developed November 2002

Explanation for partial or non-completion
Action completed

5. Original Plan
   Compliance with NCAA regulations and with NCAA, University, state, and federal EADA reporting requirements will be a high priority
   
   Action
   Develop and publish a policies and procedures manual for the administration of intercollegiate athletics
   Hire a compliance officer
   Review the compliance responsibilities of current staff and add or reassign responsibilities as necessary
   Ensure the compliance staff are adequately trained
   Monitor progress toward improved compliance data management, and ensure that performance of compliance staff is annually reviewed
   Develop policy statements; make these available in the Student-Athlete (SA) Handbook, any handbook or manual developed for employees, in game programs, and on the DIA web page

   Action date
   Policy and procedures 2002 (and ongoing)
   Compliance officer hired in 2005
   On-going review of compliance responsibilities
   On-going training of compliance staff
   Progress monitored annually
   Policy statements developed 2002

   Explanation for partial or non-completion
   Action completed

6. Original Plan
   Continue to intensify the efforts to recruit and retain female coaches and administrators
   
   Action
   Establish goals for the composition of applicant and interview pools
   Continue recruitment efforts until those goals are met
   Develop a “grow our own” strategy that moves student-athletes into entry level coaching positions
   Use career ladders and affirmative action hires as appropriate
   See also the action items from the 2008-13 Gender Equity Plan

   Action date
   2008
   Gender equity hiring strategies on-going priority

   Explanation for partial or non-completion
   Action completed
3.1.3. **Describe any additional plans for improvement as they relate to Operating Principle 3.1 (Gender Issues) developed by the institution after the second-cycle certification decision was rendered by the Committee on Athletics Certification. In each case, provide:**
   a. The additional plan;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or non-completion of such plans.

2008-13 GENDER EQUITY PLAN
In 2007 the Department of Athletics initiated a study period that resulted in the creation of the 2008-13 Gender Equity Plan, a follow-up to the stand-alone Gender Equity Plan for Improvement. The committee tasked with the study and creation of the 2008 plan noted significant progress on gender equity in many areas. Their recommendations built on progress achieved and provided direction for some remaining areas where gender equity had not yet been achieved. There are eight issues included in the 2008 plan.

1. **Goal:**
The proportion of athletic participation opportunities for men and women will be maintained to correspond to the proportionality limits for Title IX. The five year average variance of participation rates between athletics participation and the student body population is .73.

**Action:**
Using a systematic process to monitor and manage participation rates, including EADA reports, internal reports, and squad rosters, participation rates are reviewed annually by the Director of Athletics, Senior Woman Administrator, Coaches, and the Affirmative Action Officer.

**Dates:**
Annually

**Reason for partial or non-completion**
Action complete

2. **Goal:**
Summer School aid should be allocated in an equitable manner. Ensure compliance with gender equity in the allocation of summer school. A written plan shall be created to ensure compliance. Summer school aid shall be allocated so that A) it is available to all student-athletes who wish to attend or B) it is allocated proportionately to FA participation.

**Action:**
Allocation process for summer school aid was changed by the Senior Woman Administrator, Department of Athletics Business Manager (now Director of Athletic Business Operations), other Department of Athletics administrators and coaches. Allocation is now based on participation rates. As participation rates are in compliance, this ensures equitable summer school allocation (B). Underutilized fee waivers for summer school are moved to other squads within the gender according to need/interest of student-athletes. In addition to fee waivers, scholarship dollars have been allocated when possible. Unfortunately there are insufficient funds and waivers
to meet all need, therefore summer aid must be included when evaluating gender equity (A). A written plan documents the systematized allocation process. The written plan is reviewed annually by Financial Aid Services and the University Athletics Committee.

**Dates:**
Written plan adopted Summer 2008
Reviewed annually

**Reason for partial or non-completion**
Action complete

3. **Goal:**
Continue to fund 100% of Post Eligibility scholarships as requested by both genders limited only by the selection criteria, which is non-gender specific. Medical scholarships shall be determined with consultation by the Athletic Training staff and team physicians. Create a written policy concerning the awarding of medical and post eligibility scholarships based on non-gender specific criteria. Additionally, ensure policies include criteria for renewal/nonrenewal of scholarships based on non-gender specific criteria.

**Action:**
The process for awarding post eligibility and medical scholarships has been refined and a written plan has been developed. Financial Aid Services and the University Athletic Committee review the plan annually. If a student meets the (non-gender specific) criteria, aid is awarded.

**Dates:**
Written plan adopted Fall 2009
Last revision 7/30/2010

**Reason for partial or non-completion**
Action complete

4. **Goal:**
Within five years, ensure that all academic year aid (except for post eligibility and medical scholarships) is allocated within 1% of the allowable variance or as acceptable due to non-gender related issues (residence/non-residence awards and NCAA limitations). Monitor and alleviate discrepancy between male and female scholarship variance. Goal is to keep discrepancy to less than 1% – Measure is using equation to alleviate any difference created by measuring in-state and out-of-state tuition. Investigate proven strategies at other institutions and determine MSU-specific strategies.

**Action:**
Scholarship variance is reviewed annually. Scholarship variance continues, in part due to NCAA limitations – nearly all teams are using the maximum allowable number of awards, and the elapsing of penalties levied on Football has increased the variance. However, the gap between scholarship and participation is narrowing. Review of best practices has not yet occurred.

**Dates:**
Annual review implemented AY 08-09
5. **Goal:**
Update written policy for scheduling of facilities. 100% compliance once policy is updated. Develop committee and timeline.

**Action:**
Sports Facilities Scheduling Policy was updated with input from a committee of facilities users. Athletics is the primary tenant in Sports Facilities. Upgraded facilities (e.g. Shroyer Gym for Women's Volleyball, Men's and Women's Basketball) were incorporated into the new policy.

**Dates:**
Last review: August 2009

**Reason for partial or non-completion**
Action complete

6. **Goal:**
Ensure recruiting budgets are equitable. Develop a strategy to ensure budgets are equitable.

**Action:**
Recruiting budgets are generally equitable; however, expenditures reflect additional support for recruiting from squad-related fundraising clubs. In 2009, expenditures were more equitable than in past years, though not in line with participation (please see 3.1.8). Recruiting budgets are reviewed annually during the budgeting process, which involves senior Department of Athletics staff and Head Coaches. Budgets are compared across gender according to sport wherever possible (e.g. Men's and Women's Basketball are compared). In addition, individual sport budgets are reviewed every four to six weeks by the Director of Athletics Business Operations and individual Head Coaches to address emerging priorities as resources allow. New Head Coaches typically see a one-time increase in recruiting budgets. Strategies have been developed to begin addressing inequities, particularly those created by the ability of external groups to raise funds. This is especially apparent in Football.

**Dates:**
Last review May, 2010
Ongoing

**Reason for partial or non-completion**
Inequitable recruiting expenditures are largely a function of external fundraising groups.

7. **Goal:**
Measure the impact of fundraising clubs on overall gender equity. If necessary, develop strategy to ensure equitable impact of these clubs. Produce a strategic plan to ensure compliance within five years [2013].
Action:
The impact of fundraising clubs is monitored regularly. Budgeting within the Department of Athletics is equitable across genders, but actual expenditures reveal discrepancies because of the differing success of squad-related fundraising clubs. Both budgets and expenditures are reviewed annually by the Director of Athletic Business Operations and results are distributed regularly to senior Department of Athletics staff and Head Coaches. The Director of Athletic Business Operations meets every four to six weeks with each head coach to review budgets and reallocate resources to meet the coach's priorities within resource limits. This may impact recruiting budgets throughout the year.

The current Head Football Coach has made a commitment to stay within the Department of Athletics recruiting budget and use externally-raised funds for other purposes. A plan to move all fundraising clubs under the auspices of the MSU Foundation is in place, and all groups have moved. Moving to the Foundation ensures standardized expense procedures and enhanced internal controls. At the same time, the Bobcat Club, which has been the parent organization for all sport-specific fundraising clubs, has updated its by-laws to require oversight of the by-laws and operations of all fundraising clubs.

Dates:
At-least annual budget and expense review
All fundraising clubs moved to Foundation oversight by December, 2010
Last review with Head Coaches on 11/23/2010

Reason for partial or non-completion
Final development of by-laws for all clubs will be complete by February 15, 2011

8. Goal:
Study the impact of 10-month contracts and determine if inequities exist. Survey student-athletes and coaches concerning the impact of 10-month contracts. Consider alternative funding for 12 month contracts.

Action:
Every coach on a 10- or 11-month contract was interviewed and asked for their preferences on contract length. Four female coaches had shorter contracts. All preferences for maintaining or lengthening the contracts were accommodated.

One assistant coach maintained her 10-month appointment
One assistant coach was promoted to head and chose to maintain her 10-month contract
One head coach maintained her 10-month appointment
One head coach increased her appointment to 12 months.

In addition, one male head coach maintained an 11-month contract by choice and one male assistant coach moved from a 12-month appointment to an 11-month appointment by choice.

Funding was made available to extend contracts where coaches asked to do so.

Dates:
Discussions with coaches in Spring 2009
Contract negotiations annual with contract renewals

**Reason for partial or non-completion**

If student-athletes perceived a need due to shorter contracts, exit interviews would have elicited the information, however, the issue did not come up in exit interviews. Once the coaches on shorter contracts who wanted longer contracts had been accommodated – and vice versa – there was no perceived need to evaluate the impact of shorter contracts by surveying student-athletes and coaches broadly.

### 3.1.4. Explain how the institution is organized to further its efforts related to the gender-issues operating principle for both department of athletics staff, coaches and student-athletes.

Both MSU and its Department of Athletics are committed to gender equity among students and employees. The mission of Montana State University reads, in part, "to provide a challenging and richly diverse learning environment in which the entire university community is fully engaged in supporting student success." The mission of the Department of Athletics at MSU reads, in part, "to foster excellence in academic and athletic performance. To accomplish the athletics mission the department promotes student-athlete welfare, ethical conduct, equal opportunity, and fiscal and social responsibility among all athletes, coaches, staff, and administrators."

Montana State University–Bozeman (MSU) is one of eight campuses statewide for which the Montana University System Board of Regents (BOR) has responsibility. The President of MSU is appointed by the BOR, on recommendation of a Presidential Search and Screening Committee and the advice of the Commissioner of Higher Education (CHE), as indicated by BOR policy. The BOR and CHE are responsible for the supervision of the CEO, and they annually evaluate the performance of the President. The President of MSU has direct oversight of the Department of Athletics. President Cruzado is the first female president in MSU (and the Montana University System's) history. The President's commitment to gender equity guides all decision making in the university.

The Director of Affirmative Action/HR reports directly to the President and is responsible for the University's compliance with state and federal civil rights laws which protect employees and students from discrimination and harassment on the basis of race, sex, national origin, religion, age, and other characteristics. Responsibilities include:

- Monitor and ensure University compliance with MSU's Equal Opportunity / Affirmative Action Policy and all applicable provisions of state and federal laws by conducting institutional audits, self-evaluations, and investigations.
- Promote campus diversity and increase minority participation at the University by writing, coordinating and implementing the Campus Action Plan, preparing reports to the Board of Regents and the Commissioner of Higher Education, and presenting campus-wide diversity training opportunities.
- Advise the President, Provost, other members of the President's Cabinet, and various University officials, committees, individuals and groups on nondiscrimination and affirmative action issues.
- Establish recruitment and hiring procedures and monitor searches for faculty, research and professional positions.
The Director of Athletics is responsible for all major decisions relating to the Athletics program. The Director of Athletics reports directly to the President and is responsible for the planning, management, administration, and direction of the Department of Athletics and its programs within the mission of the University, including MSU's commitment to a diverse learning environment.

The Montana State University Department of Athletics has a Senior Woman Administrator, currently the Associate Athletic Director for Compliance and Student Services, whose function is to oversee primary component areas of the program, including, but not limited to: gender equity education, grievance reporting procedures, advocacy for female student-athletes, and documentation of the Department’s compliance with gender equity requirements. She is responsible, with the support and oversight of the Director of Athletics and in consultation with the Human Resources/Affirmative Action Director, for ensuring that the Department of Athletics is adhering to Title IX.

As defined in Article 4.02.4 of *The NCAA Manual*, the Senior Woman Administrator is the highest ranking female administrator involved with the conduct of a member institution’s Athletics program. The SWA reports to the Director of Athletics. The duties of the SWA are (but are not limited to):

- Involvement in a meaningful way in the decision-making process in the athletics program at the University, including budgeting, search committees for hiring of coaches, and other relevant issues affecting the welfare of student-athletes.
- Ensures representation of women’s interests at the University, Big Sky Conference, and NCAA levels.
- Has pertinent input into the development and implementation of the gender-equality action plan as needed.
- Serve as a spokesperson for the needs and interests of women within the Department of Athletics, campus, and community. The SWA should have significant interaction with the Student-Athlete Advisory Committee on the University’s campus.
- Attend meetings at the University, Big Sky Conference, and NCAA levels to review and be educated about issues relating to the Athletics program.

The Student-Athlete Affairs Administrator has the responsibility for, among other duties, serving as the diversity officer for the Department of Athletics and managing the Department’s Diversity and Sportsmanship Five-Year Plans. He reports to the Associate Athletic Director of Athletics for Compliance and Student Services and Senior Woman Administrator.

The Faculty Athletics Representative (FAR) is appointed by the President and reports directly to the President. The FAR has responsibilities as the representative of the University to the NCAA, Big Sky Conference, and other conferences as designated by the President. Also, the FAR represents the interests of the university’s academic enterprise and faculty perspectives within the Department of Athletics.

The University Athletics Committee (UAC) comprises faculty, staff, students, and one representative of athletic interest, and acts in an advisory role to the President of the University.
and the Vice President for Student Affairs in all matters pertaining to athletics. The committee regularly reviews the following areas: governance and commitment to rules compliance; academic integrity; fiscal integrity; commitment to equity; and student-athlete welfare. Subcommittees on Academics, Student Welfare, Gender Equity, and Finance will present a report on their area of oversight to the University Athletics Committee as a whole on an annual basis.

The Committee is required to make an annual report with recommendations to the University Governance Council, President and Vice President for Student Success on the Department of Athletics’ progress in each area, on or before the end of the fiscal year. A copy of this report will be submitted to the Faculty Council, the ASMSU Senate, the MSU Bobcat Club, and the Student-Athlete Advisory Committee. Interim reports may be made to the President and the Vice President for Student Success as deemed appropriate by the Committee.

3.1.5. Describe how matters concerning gender equity for department of athletics staff, coaches and student-athletes are monitored, evaluated and addressed on a continuing basis.

The Department of Athletics complies with and seeks to exceed all Title IX, University, Big Sky Conference, NCAA, and EADA requirements regarding gender equity. The Director of Athletics is ultimately responsible for gender equity issues in the department. He has assigned responsibility for monitoring and evaluating progress on gender equity goals to the SWA/Associate Athletic Director for Compliance, who works closely with the UAC, FAR, senior Department of Athletics staff, Head Coaches, and others on campus.

Leadership in the Department of Athletics, working with the Director of Affirmative Action, is committed to hiring women coaches and staff whenever possible and to recruiting a diverse pool of applicants for all positions. Searches and advertising are designed to promote and increase applications from women and minority candidates.

Beginning 2001-02, Montana State University – Bozeman undertook the task of updating its Gender Equity Plan. Upon expiration of the 2002-07 plan, another plan was developed and created by the Gender Equity Committee, with equity practices and recommended direction to ensure continued equity practices in the Department of Athletics is now in operation with the “Equity Plan for Intercollegiate Athletics 2008-2013”.

Progress on that plan as well as data on participation, athletic scholarships, budgets and expenditures, and employment are monitored at least annually, and typically more often, by the SWA/Associate Athletic Director for Compliance, other senior administrators, head coaches, and others within and outside of the Department. In addition, APR and GSR reports are presented to the President, and the Office of Planning and Analysis initiates or provides external review for GSR and EADA reporting.

Student-athlete assessment of gender issues is systematically communicated to the Department’s administration through exit interviews, periodic surveys, and the Student-Athlete Advisory Committee (SAAC). Additional ad hoc communication occurs with the academic advisors, head and assistant coaches, and campus mentors.
Gender issues are addressed through programming organized by the Student-Athlete Affairs Administrator in partnership with the SWA and campus organizations committed to addressing gender issues. The VOICE (Victim Options In the Campus Environment) Center, the Office of Student Activities, and the Diversity Awareness Office have all partnered with Athletics to bring in speakers, present workshops, and sponsor activities around sexual violence and harassment, LGBT issues, gender discrimination, and other topics.

3.1.6. Describe the programs and activities that the institution has in place for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.

Measurable Standard No. 2
The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.

The department is committed to providing student-athletes with information to assist them in becoming more mature and responsible adults. The Student-Athlete Affairs Administrator arranges for guest speakers on such topics as sexual harassment and diversity. These are mandatory meetings for all student-athletes. MSU's VOICE (Victim Options In the Campus Environment) Center has provided training for all new students on arrival and annual training for staff and coaches on self-protection, violence against women, rape and date rape.

The department provides rules and education to its staff, coaches, and student-athletes monthly, and annually, or upon request, to other individuals across campus. It produces a policy manual for staff and a handbook for student-athletes which details all policies relevant to each group and clearly defines the duties and authority of the director of athletics, faculty athletics committee, and other individuals/groups involved in policy making and management of the department. Additionally, the department adheres to all institutional policies and is committed to compliance with these policies by staff, coaches, and student-athletes.

The Student-Athlete Advisory Committee (SAAC) is the student voice in the Department of Athletics. One member is selected from each team and the Spirit Squad, except for track and field and football which have two members. The Head Coach and team members nominate SAAC members. SAAC meets bi-weekly to discuss ideas and issues that are important to student-athletes' well-being and the success of the department. Female student-athletes are well-represented on SAAC and may use the meetings as a venue for expressing concerns or bringing up issues that affect women. SAAC meetings are attended by the AD whenever possible, and the AD maintains an open-door policy for all student-athletes to bring gender issues to his attention.

MSU regularly sends coaches to their annual conventions (WBCA, USGA, AVCA, USTFCCCA, etc.) if they desire to go. In addition, three female coaches have attended the
NCAA Women’s Coaches Academy. MSU also maintains an institutional membership to National Association of Collegiate Women Athletics Administrators.

Professional development opportunities for non-coaching staff tend to be recommended for specific employees rather than on a gendered basis. Female staff members within the Department of Athletics have participated in highly selective campus-wide professional development programs such as Leadership MSU and Developing Excellence in Academic Leadership (DEAL). All employees have equal access to tuition discounts at Montana University System campuses.

The Department of Athletics offers its own professional development programming for all staff regardless of gender, some of which may have explicit positive impacts on women or bring gender issues to the attention of all staff. Recent programming includes: diversity training, Icebox Training for Mental Skills and Toughness, workshops on coaching and recruiting from external presenters, sessions on MSU's academic colleges and departments, alcohol awareness training, programs on LGBT issues, and programs on bullying.

3.1.7. For the three most recent academic years in which information is available, analyze your institution's Equity in Athletics Disclosure Act (EADA) report (i.e., participation, head coaches and assistant coaches). If any differences exist, your institution must explain (using supporting data) and address any deficiencies in your gender-issues plan for improvement.

Measurable Standard No. 3
The institution must analyze its Equity in Athletics Disclosure Act (EADA) report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.

The EADA reports for academic years 2006-07, 2007-08, and 2008-09 were analyzed to determine if differences across gender exist for participation, head coaches, and assistant coaches.

Participation ratios for men and women student-athletes has remained relatively steady and very close to MSU's student-body gender ratio, with women student-athletes making up 46%, 46% and 43% and women students comprising 45% in all three years. The increase in male student-athletes -- both in absolute and relative terms -- in AY09 does raise a warning flag. The most recently submitted EADA report (AY10), which was not formally reviewed in this section for consistency with reporting years in other sections of this self-study, does show a return to more equitable participation rates with women as 44% of student-athletes and 44% of the student body.

Head coach numbers are also fairly stable over the three years examined. Men's squads had five head coaches and women's had six throughout the reporting period. There were four female head coaches each year and seven male head coaches, including two who coach both men's and women's squads. Both of these coaches are reported as part-time on each squad. Two female coaches are on part-time appointments (one in AY 06-07) by choice (please see 3.1.3, goal 8 for
more information). Although gender parity among head coaches would be ideal, the hiring pools for head coaching positions are overwhelmingly male.

MSU has made efforts to grow our own recruiting pools through professional development and promotion of assistant coaches where appropriate. Since the last certification, MSU filled one head coaching vacancy that had been held by a male interim with a female coach and replaced two female head coaches with other women, demonstrating a commitment to hiring women when possible and appropriate. In addition, in the fall 2010, MSU split the ski program into separate Nordic and Alpine teams. The Director of Skiing maintained head coaching responsibilities for Alpine while a female assistant coach was named head coach for the Nordic team. This improvement is not reflected in the EADA reports examined.

Assistant coach numbers have grown over the three year period. Women's squads had 18 to 21 assistant coaches over time, and men's squads had 25 to 27 (more than one-third in football alone). The number of female assistant coaches on both men's and women's teams has increased steadily over time, with ten in AY 06-07 and twenty in AY 08-09. Male assistant coaches decreased from 33 to 28 during the same period. Several coaches – male and female – are reported as part-time on both men's and women's squads (three for Skiing and eight for All Track). Largely because of this reporting convention, there is a higher probability for female assistant coaches to be part-time than for male assistant coaches. Football assistant coaches make up a quarter to a fifth of all assistants, are all full-time, and obviously affect the gender balance both in headcount and FTE. Finally, MSU added a position in strength and conditioning that is not reported as part of EADA assigned to a specific sport, and that position was filled by a woman. MSU shows a strong upward trajectory in hiring women assistant coaches.

3.1.8. For the three most recent academic years in which information is available, analyze your institution's NCAA financial report (specified expense categories). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis.] If any differences exist, the institution must explain (using supporting data) and address any deficiencies in your gender-issues plan for improvement.

Measurable Standard No. 3
The institution must analyze its Equity in Athletics Disclosure Act (EADA) report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.

The NCAA Financial reports for academic years 2006-07, 2007-08, and 2008-09 were analyzed to determine if differences across gender exist for any expense categories.

Athletic Student Aid
The NCAA Financial Reports show an increase of 14% in men's athletic aid and 15% in women's athletic aid over the three year period. Women's aid makes up 38-39% of total aid, within one percent of the unduplicated participation rate for women, which is a valid target for these expenditures.
Coaching Salaries, Benefits & Bonuses
Men's squads coaching salaries have increased 22% over the three year period, while women's squads coaching salaries have increased 18%. Women's coaching salaries make up 35-36% of all salaries, which is a few percentage points less than the women's participation rate. Coaching salaries are market driven, and Football coaching salaries are the largest contributor to the inequity here.

Coaching, Other Compensation & Benefits Paid by a Third Party
None reported.

Support Staff/Administrative Salaries, Benefits and Bonuses Paid by University and Related Entities
Men's squads make up the lion's share of this relatively small expense category. Only one sport, Football, has an administrative assistant exclusively dedicated to one squad. That salary has increased over the period reported. Other administrative assistants are shared across genders or perform tasks for the entire Department of Athletics and are not reported under one gender. For example, Men's Basketball, Women's Basketball, and Women's Volleyball share an administrative assistant.

Support Staff/Administrative Other Compensation and Benefits Paid by a Third Party
None reported.

Recruiting
Men's squad recruiting expenses increased 22% between FY07 and FY08 and declined 10% in FY09 for an overall increase of 9%. The initial increase reflects the hiring of a new Head Football Coach and a related increase in his recruiting needs. Women's squads have increased 14% and 22%, for an overall increase of 39% over the three reporting years, with women's increases to address existing recruiting inequities and the hiring of a new Head Golf Coach. Still, women's recruiting expenses range from 24% to 30% of all recruiting expenses, which is not in line with unduplicated participation rates.

Team Travel
Team travel expenses grew across three years for men's squads and decreased for women's squads. Women's team travel accounts for 35-45% of travel expenses. This should be compared to the EADA (duplicated participation included) participation rate of 43-46%. Where the gap between expenditures and participation is higher, higher expenses for men's teams are explained by schedule, distance, game guarantees, and post-season advancement.

Equipment, Uniforms, and Supplies
Expenses for men's and women's squads on equipment have decreased significantly to address budget shortfalls. Men's expenses declined 53% and women's declined 11%. In the last two reporting years, women's sports account for a third of the spending on equipment, which is not in line with EADA (duplicated) participation rates, but may be accounted for in the types of equipment purchased and the replacement schedule for uniforms.
Game Expenses
Men's squads have increased game day expenses 23% over the three year period examined. Women's squads fluctuated, with a 15% increase between FY07 and FY08 and a 14% decrease to FY09. Women's game day expenses account for 35-40% of all game day spending, which is lower than the EADA participation rate. Game day expenses depend on the number of contests, which vary due to post-season advancement, coach discretion, and NCAA regulations, as well as the type of contest. Women's sports at MSU typically have less expensive contests.

Fundraising, Marketing, and Promotion
Very little promotion expense is attributed to specific gender. The small amount spent in this category nears gender parity.

Sports Camps
Expenses for sports camps increased 30% for men and 11% for women between FY07 and FY08, then decreased 55% and 19% in FY09, resulting in a near parity of 45% spending on women's sports camps.

Medical Expenses and Medical Insurance
Most medical expenses are not allocated by gender, with insurance costs subject to MSU Department of Athletics and NCAA policy (http://www.msubobcats.com/documents/2010/5/5/Student_Health_Insurance_Policy.pdf?id=363). Limited spending attributable to gender is almost fully accounted for by knee braces used exclusively by Football.

Memberships and Dues
Limited spending in this category fluctuates over time, with half or more spent on women's squads.

Total Operating Expenses
Total expenses have steadily increased over the three year reporting period, with expenses attributable to women's sports contributing 39-37% of the total each year, very close to the unduplicated participation rate of women in athletics.

3.1.9. Using the program areas for gender issues:
   a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;
   b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;
   c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and
d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

Measurable Standard 4
The institution must conduct a thorough and written review of each of the 15-program areas for gender issues. Please see program area definitions located in the Gender, Diversity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's gender-issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.

The review must: Describe how the institution has ensured a complete study of each of the 15-program areas for gender issues. This study should be conducted as part of the self-study process. Please note that for the program area of accommodations of interests and abilities, the use of surveys alone does not constitute a complete study. If an institution chooses to use an interest survey (e.g., a web survey or hard-copy survey) as one of its sources of data, the committee will require an explanation regarding the survey content, populations surveyed, the survey response rate, method used to interpret the data, and written evidence demonstrating the institution's Title IX coordinator has approved the survey. In addition, the institution must describe other methods of measuring interest and ability.

a. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;
b. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and
c. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Measurable Standard No. 5
The institution must develop a five-year written, stand-alone plan addressing gender issues that maintains an institution’s conformity or moves an institution into conformity with the operating principle.

1. Accommodation of interests and abilities: Participation proportionate to enrollment; and/or history and continuing practice of program expansion for the underrepresented gender within the athletics program; and/or full and effective accommodation for the underrepresented gender within the athletics program; and equivalent levels of competition. Institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities when presenting gender-issues plans for the future.
a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study.

Montana State University conducted a broad review of this program area as part of a comprehensive self-study in preparation for NCAA Cycle 3 Certification. President Waded Cruzado appointed Vice President for Planning and Chief Information Officer James B. Rimpau to chair the Certification Steering Committee, which comprised 18 members representing diverse constituencies and competencies within the university, both within and outside of the Department of Athletics, including the President and members of the community and the Board of Regents. The Steering Committee monitored the work of a variety of self-study working groups and subcommittees and eventually approved the self-study document and the plans for improvement that resulted.

The Gender, Diversity, and Student-Athlete Well-Being subcommittee was chaired by Dr Christina Fastnow, Associate Director of Planning and Analysis. Three work groups, one for each Operating Principle, were formed from the subcommittee membership. The Gender Work Group met regularly to collect data, gather information, share results, ask questions, write responses to the self-study items, and propose appropriate plans for improvement. Members of the Gender Work Group met with other members, Department of Athletics staff, student-athletes, campus administrators, and others to conduct a careful review of this program area.

Gender Work Group members:
Dr. Christina Fastnow, Chair
Denise Albrecht, Head Coach, Women's Tennis
Bobby Biskupiak, Student-Athlete
Nancy Colton, Assistant Professor of Health and Human Development
Christina Fournier, Director of Athletic Business Operations
Rob Higgs, Head Trainer
Diane Letendre, Interim Director of Affirmative Action
Heidi Sherick, Assistant Dean of the College of Engineering
Leslie Spalding, Head Coach, Women's Golf

Other Gender, Diversity and Student-Athlete Well-Being members:
Jeff Bondy, Associate Director of Residence Life
Dan Davies, Senior Associate Athletics Director
Pat Donahoe, Director, Counseling and Psychological Services
Jen Dunn, Assistant Director of Admissions
Nancy Filbin, Program Coordinator for Disability, Re-Entry, and Veteran Services
Jen Haubenreiser, Health Promotions Program Director
Bob Lashaway, Associate Vice President of University Services
Erin Macdonald-Peck, Assistant Dean of Students
Jason McEndoo, Assistant Coach, Football
Mike Redburn, Assistant Professor of Education
Tanner Ripley, Student-Athlete
Lena Suek, Student-Athlete
Jonathon Taylor, Student-Athlete Affairs Administrator

The Gender Work Group drafted responses to the items in the self-study and the draft was extensively reviewed by the full subcommittee and the Steering Committee.

Agendas and minutes for all Working Group and Subcommittee meetings were posted on the publicly available MSU NCAA Certification website. A draft of the self-study was similarly posted on March 1, 2011 for public review and comment. The committee members were chosen from a cross section of campus and the community. All members were encouraged to share the certification process with their prospective departments.

Ads were placed in the Bozeman Chronicle, Billings Gazette, Great Falls Tribune and the Helena Independent; all ads ran on March 30, 2011. These ads invited community members to view the report draft and provide feedback.

Requests to present the draft report were sent to campus/booster groups. The groups who accepted our invitation were given a presentation by Jim Rimpau or Camie Bechtold.

Presenter, Group, Date
Jim Rimpau, Full Athletics Staff, 23-Feb
Jim Rimpau, President's Executive Council, 28-Feb
Jim Rimpau, Student Athletic Advisory Council (SAAC), 28-Feb
Camie Bechtold, Head Coaches, 1-Mar
Jim Rimpau, Professional Council, 2-Mar
Camie Bechtold, Assistant Dean's Council, 4-Mar
Camie Bechtold UAC 5-Mar
Jim Rimpau, Associated Students of MSU, 10-Mar
Camie Bechtold, Staff Senate, 16-Mar
Camie/Jim, Athletic Booster Groups, 22-Mar
Jim Rimpau, Alumni Association, 23-Mar
Jim Rimpau, University Council 6-Apr

This process provided a comprehensive, broad-based review of the program areas in Operating Principle 3.1.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas.

MSU is committed to ensuring proportionality of participation of its female students and student-athletes. Participation rates and student body gender ratios from the Equity in Athletics Disclosure Act (EADA) reports for academic years 2006-07, 2007-08, and 2008-09 were analyzed for proportionality.

Women make up 46% of all student-athletes in AY 06-07, 46% in AY 07-08, and 43% in AY 08-09, and 45% of the student body in all three years. With the exception of AY 08-09, MSU’s student-athletes exceeds the gender balance of the university, and in AY 08-09 it is within 2%. The increase in male student-athletes -- both in absolute terms and
compared to female student-athletes -- in AY 08-09 does raise a warning flag. [The most recently submitted EADA report (AY10), which was not formally reviewed in this section for consistency with reporting years for other data sources, does show a return to more equitable participation rates with women as 44% of student-athletes and 44% of the student body.]

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

Participation rates for women student-athletes are within the targets for proportionality under Title IX. MSU is providing appropriate opportunities for women to participate in NCAA athletics.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

MSU will continue to ensure that the underrepresented gender enjoys equality in accommodation of interests and abilities. Participation rates will be reviewed in light of student body enrollment figures and in conjunction with EADA, NCAA Financial Reports, and other internal reports as part of a wider gender equity assessment strategy. The AD will ultimately be responsible for review of proportionate participation rates, with assistance from Head Coaches, the Associate AD for Compliance and Student Services/SWA, the Director of Athletic Business Operations, the University's Affirmative Action Officer, and the Associate Director of Planning and Analysis.

2. Athletics Scholarships: Scholarship dollars to be awarded to women and men at same proportion as their respective rate of participation in the intercollegiate athletics program.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study.

The institution conducted a comprehensive self-study of this program area as described in the program area on accommodation of interests and abilities.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas.

MSU is committed to equitable support for male and female student-athletes. Athletic student aid is subject to university policy, NCAA By-Laws, and Department of Athletics procedures. Department of Athletics procedures are reviewed annually by Financial Aid Services and the University Athletics Committee. Gender equity is a primary concern in the allocation of athletics scholarships and other non-cash awards.
NCAA Financial Reports and Equity in Athletics Disclosure Act (EADA) reports for FY07, FY08, and FY09 were examined for expenditures on Athletics financial aid. In addition, reports on aid awarded in FY09 and FY10 that were developed within the Department of Athletics by the Associate Athletic Director for Compliance were reviewed for tuition waivers, cash scholarships, and book awards.

MSU fully funds its NCAA allocation for female and male student-athletes. Over the three years of NCAA and EADA reports examined, there is a 14% increase in the amount of total aid awarded to both men and women. Men's aid increased from $1,964,075 to $2,242,155 (14%). Women's aid increased from $1,206,519 to $1,385,918, a slightly larger proportionate increase of 15%.

Women's aid comprises 38% to 39% of the total aid awarded over this period, which is generally within the allowable 1% variance from the unduplicated participation rates of 39% to 43%. The gap between participation and aid is narrowing over time. When FY10 is included, the gap virtually disappears.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

MSU's Department of Athletics fully funds scholarships to the NCAA maximum limits without regard to in-state or out-of-state scholarships. There are fluctuations in financial aid year-to-year, but the Department of Athletics pays consistent attention to maintaining the balance. The small gap between participation rates and aid awarded is narrowing, and we will build on that success with continued improvement in the monitoring summer support and participation rates.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

MSU is committed to providing the underrepresented gender equitable scholarship support. Athletics scholarship dollars will continue to be monitored and evaluated by the AD, Associate AD for Compliance and Student Services/SWA, and Head Coaches, and reported to the UAC, President, and University Council.

3. Equipment and Supplies: Quality, amount, suitability, maintenance and replacement and availability of equipment and supplies.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study.
The institution conducted a comprehensive self-study of this program area as described in the program area on accommodation of interests and abilities.

b. Provide data demonstrating the institution’s status & commitment including resource allocation, across each of the 15 areas.

Justin Jessop assumed the current position of MSU equipment manager in July, 2010. While a separate budget exists for each sport, beginning the summer of 2010, a new contract with Nike began for all MSU sports, with the exception of ski due to the specialized nature of their equipment. As part of this new contract, every student-athlete had the opportunity to try on clothing and indicate sizing. Each coach orders the clothing for his or her sport based on his or her individual team budget. For this the first year of the contract, clothing is offered at a much reduced rate (45% of retail). The next two years of the three-year Nike contract retail pricing will exist but not to the extent of the much reduced first year rate. As a result of the contract, any clothing other than Nike cannot be used, meaning older clothing or equipment cannot be used & has to be replaced.

The equipment manager has the additional support of a seamstress, embroiderer & screener that are contracted separately for all teams.

Both budgets and expenditures for equipment and supplies are out of line with participation rates, due in part to the type of equipment purchased by sport. Football in particular has large expenditures, which are supported by its fundraising club and contribute to the inequity in equipment and supplies by gender. (Please see 3.1.8 for comparison of equipment expenditures by gender.)

Despite the expenditure differences by gender, head coaches surveyed in 2007, even before the Nike contract, were almost unanimously positive about the adequacy of equipment and supplies for their teams, regardless of gender. All agreed or strongly agreed that equipment and supplies were suitable for the team's needs, of sufficient quality and number, and easily accessible, with the single exception of one women's Head Coach who was neutral on most items and disagreed on one.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

In the area of equipment and supplies, documentation supports the needs of the underrepresented gender within the MSU athletics program is equal.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.
The Senior Associate AD will continue to monitor the amount and quality of equipment available to men's and women's squads. The role of fundraising clubs will be included in this monitoring.

4. Scheduling of contests and practice time: Number of contests; number, length and time of day of practices; time of day of contests; preseason and postseason opportunities, including foreign tours.

a. Describe how the institution has ensured a complete study of each of the 15 program areas.

The institution conducted a comprehensive self study of this program area as described in the program area on accommodation of interests and abilities.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas.

Number and timing of contests: Number and timing of contests are determined by the coaching staff and the Big Sky Conference. Big Sky Conference determines the scheduled dates for the sports of Football, Men’s Basketball, Women’s Basketball and Women's Volleyball. Each sport has a maximum and minimum of scheduled dates per NCAA. The Associate Athletic Director for Compliance reviews travel approval forms and competition logs post hoc and reviews contest schedules as requested for minimum/maximum dates.

The conference schedules Women’s Volleyball, Men’s Basketball and Women’s Basketball dates. Since the last Cycle, the conference has implemented Men’s and Women’s Tennis schedules. Golf and Track are required to attend the conference championship, but all other scheduling is the responsibility of the Head Coach. Skiing has no required competitions and all scheduling is the responsibility of the Head Coaches.

All contests for sports are scheduled to minimize missed class time. The institution has implemented new policies that document how many days during a semester student-athletes miss. Coaches are responsible to provide this information to the Senior Associate AD and the Associate Athletic Director for Compliance for approval before the start of every season. See 2.1.18 for more details.

Number, length and time of practice: Practice schedules are monitored by senior staff for equitable allocation of practice times across genders. Head coaches submit a daily practice log, signed by Head Coach and participating student-athletes. Practice logs are reviewed for compliance with all relevant NCAA by-laws governing the length and types of practice.
With the implementation of early registration it is possible to give athletes and coaches more flexibility with scheduling of practice times. Coaches recommend practice schedules which minimize conflicts with student-athlete course schedules.

Preseason and Postseason opportunities (including foreign tours): All sports have the opportunity for pre/post season play. Foreign tours are allowed for all sports given adequate funding from private donations.

The 2007 survey of head coaches did not elicit systematic concerns among head coaches about scheduling of practice or competitive time, with most coaches satisfied in this area.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

Montana State University is working hard to continue to promote gender equity within the scheduling of contests and practice times. All programs and sports have the same policies, restrictions, and opportunities to allow the best possible schedule and practice times.

Across genders, the Department of Athletics is committed to supporting the student-athlete in time management. By implementing early registration, distributing missed-class forms, schedule monitoring by coaches, administrators, and faculty, and ongoing cooperation with Sports Facilities staff, MSU demonstrates its support for student-athletes of both genders. There is no evidence of a systematic bias in scheduling against female student-athletes.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

Scheduling and facilities use policies and practices will continue to be monitored for gender bias by the Senior Associate AD, Head Coaches, Head Trainer, and the Associate AD for Compliance and Student Services/SWA. The Department of Athletics will formalize a process for reviewing and approving practice and competition schedules before the seasons start (please see plan for improvement for student-athlete well-being).

5. Travel Allowance: Modes of transportation, housing furnished during travel, length of stay before and after competitive events, dining arrangements and per diem for institutional competition and other competitive opportunities.

a. Describe how the institution has ensured a complete study of each of the 15 program areas.
The institution conducted a comprehensive self study of this program area as described in the program area on accommodation of interests and abilities.

b. **Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas.**

Teams, with the exception of Football, make their own travel arrangements. The Senior Associate AD manages Football travel.

Because of MSU's location, there are limited options for team travel. Conference rules require ground transportation within 450 miles, which covers some but not all Big Sky conference play. Head Coaches may choose ground travel for longer distances for reasons like equipment needs, flexibility, and budget, however all teams are approved to fly if the Head Coach chooses and the distance is greater than 450 miles. As of January of 2011, 12 and 15 passenger vans are no longer allowed by Board of Regents policy. Teams will now travel exclusively by bus, Sprinter, or smaller passenger vehicles. This policy change affects both men's and women's squads and therefore has no anticipated gendered impact.

Teams follow NCAA regulations for length of stay before and after competitions. The Department of Athletics and coaches are sensitive to athletes missing class; therefore, teams leave as late as possible and return as early as possible. Length of stay is monitored by compliance staff through travel approval forms (please see 3.3.13-15 for more information).

Coaches look for nutritious meals at reasonable rates. Coaches have a choice when traveling with their teams, Traditional Meals (16.8.1.2) (16.8.1.2.3) or Discretionary Meals (16.5.2.d.3.i). Documentation is required for either option.

Women's team travel accounts for 35-45% of travel expenses, within tolerances of the participation rate. Team travel expenses vary across teams and years because of schedule, game guarantees, and post-season advancement. Montana State University has partnered with Anthony Travel to help minimize travel costs.

Coaches surveyed in 2007 express no bias in favor of men's sports in travel allowances. Equivalent accommodations and satisfaction levels are expressed by coaches of women's, men's and two-gender squads.

c. **Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]**

Montana State University is working hard to ensure gender equity within travel budgets. Women’s sports teams receive similar support services with regards to travel allowance,
and coaches express no difference according to the gender of the sport. The Department of Athletics has monthly budget meetings for all coaches to review travel expenses, and travel plans are monitored by compliance staff through travel approval forms. There is little gap between travel expenses and participation rates.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The resources available to MSU’s men's and women's squads will continue to be evaluated through travel request forms and budgets by the Senior Associate Director of Athletics, Head Coaches, Head Trainer, Associate AD for Compliance and Student Services/SWA to ensure the underrepresented gender continues to enjoy parity in terms of travel allowance.

6. Academic Support Services: Availability of, and equitable access to, academic support services that meet the needs of student-athletes based on individual student-athlete academic profiles and/or performance, and equitable criteria for obtaining assistance.

a. Describe how the institution has ensured a complete study of each of the 15 program areas.

The institution conducted a comprehensive self study of this program area as described in the program area on accommodation of interests and abilities.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas.

Resource allocation for Academic Support Services is provided in ways that make access to the student-athletes both accessible and available, regardless of gender. The Athletic Academic Center, housed in Brick Breeden Fieldhouse, provides easy access for student-athletes between classes and practices and offers quiet study areas, with computers and printers available. The Center is staffed between the hours of 7:00am through 5:30pm Monday through Friday. Student-athletes can gain access at anytime during regular building hours using their CatCards (student identification cards). Resources in the Academic Center include: laptops, netbook and calculator check-outs, tutoring services scheduling/coordination, study table coordination, pre-advising, Life Skills classes, SAAC coordination, academic progress and monitoring, coordination of assistance for student-athletes with special academic needs and review/evaluation of prospective student-athletes, Mentoring Program coordination, and CATS (CATS is a program to provide additional support for at-risk student-athletes).

The Academic Support Services area has its own budget of approximately $60,000 per year, funded primarily with Academic Enhancement funds from the NCAA. Staff salaries are paid with State funding and are not included in this budget figure.
In order to meet the needs of the underrepresented members of the athletics program, the MSU Department of Athletics includes three staff members specifically identified to work directly with student-athletes. This staff serves just under 350 student-athletes, including spirit squad members:

- Jamie Rizzuto – Athletic Academic Services Coordinator. A white female, Rizzuto was promoted to Director of Athletic Academic Services in Feb 2010.
- Kylie Perlinski – Former Director of Athletic Academic Services. Left during this certification cycle. Rizzuto replaced Perlinski.
- Jonathan Taylor – A black male, former MSU student-athlete (Football). Originally hired as the Life Skills Coordinator in July 2008. Academic Coordinator was added to position in Feb 2010.
- Derek Johnson – A Native American male, hired May 2010 as Athletic Academic Services Coordinator

Teams are assigned to certain staff members, but can see any of the Advisors for academic issues. All Academic Center services are available to all student-athletes, regardless of gender.

Performance indicators show that the under-represented gender has higher retention and eligibility rates. APR data on retention of student-athletes shows academic progress among both genders in retention. 2009-10 data indicate a retention rate for male student-athletes of 95.36% and for women of 96.81%, exceeding the university federal retention rate. Overall APR figures, including eligibility as an additional indicator of academic success, show women student-athletes in 2009-10 with a score of 980 and men with a score of 954.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

In the provision of academic services to student-athletes, MSU strives to support both men and women. Staffing, budgets, services, and programming are available on an equal basis for both genders. Academic outcomes measured by retention and eligibility indicate no gender issues.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

MSU will continue to provide and assess academic support services to ensure that the underrepresented gender enjoys equitable support.

7. Coaches: Availability of full time, part time, assistant and graduate assistants. Training, experience, professional standing, and other professional qualifications. Total rate of
compensation package, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions, and other terms and conditions of employment.

a. Describe how the institution has ensured a complete study of each of the 15 program areas.

The institution conducted a comprehensive self-study of this program area as described in the program area on accommodation of interests and abilities. For this program area, reviews of financial reports, coaching contracts, salary surveys were conducted.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas.

A comprehensive review of the NCAA Financial reports and conference and national salary surveys were conducted of full-time equivalent head and assistant coaches provided to each sports program. Although there are slight salary discrepancies across genders in basketball and tennis, it is not related to gender (i.e. driven by additional responsibilities, experience, success, and market factors). Other differences across genders can be attributed to non-gender factors like market and success.

An accompanying table describes the contracts, appointment types, office space, experience, and conference or national awards (a proxy for professional standing) for the MSU coaching staff. Each sport, regardless of gender has one Head Coach. Contracts for Head Coaches of men's and women's programs are negotiated prior to hire and are for a one-year period, unless a multi-year contract is granted. Multi-year contract opportunities are only available for coaches of Football, Men’s Basketball and Women’s Basketball, at the discretion of the Board of Regents (BOR). Currently all three Head Coaches are on three-year BOR contracts. Contracts for all Head Coaches contain incentives that are appropriate for the sport and equitable across genders. Head Coach performance evaluations are conducted annually by the appropriate sport administrator, as required by MSU.

All paid Assistant Coaches are on equivalent Letters of Appointment for professional positions, and Assistant Coaches are reviewed and renewed on an annual basis. As discussed more fully in 3.1.3, any coach (Assistant or Head) with a 10- or 11-month contract holds that appointment by choice, with consent of the Director of Athletics. Assistant Coaches may be full- or part-time and contract length varies, but there is no apparent pattern according to gender.

Department of Athletics benefits associated with coaching positions, such as courtesy car, country club membership, complimentary tickets and camps are equitably outlined within the sports profiles. The State of Montana offers all employees the same standard benefit package, which includes health insurance, retirement, long term disability and other benefits.

Most Head Coaches have their own single offices, with two women's and two men's squads (Football, Men's and Women's Basketball, and Women's Volleyball) enjoying
newly remodeled space. The Head Coaches for Women's Golf and the two mixed gender Ski squads share office space with their respective assistant coaches.

Length of experience as Head Coach at MSU and elsewhere varies by individual. There is no apparent difference across genders in terms of length of service in the current position, which indicates that both male and female coaches (or coaches of men's and women's squads) have similar retention rates. However, more female coaches are holding their first Head Coach position at MSU, while more male Head Coaches have held Head Coaching positions elsewhere. This may be an effect of MSU purposefully promoting women from assistant positions here and elsewhere.

Six of ten Head Coaches have received conference or national honors, three for men's squads, one for women's squads, and two for mixed-gender squads.

All squads have at least one Assistant Coach. The Assistant Coaches for Men's and Women's Tennis are unpaid. Assistant Coaches for Football, Men's and Women's Basketball, Women's Volleyball, and Track have single offices. Some Football Assistant Coaches use cubicles, and the remaining Assistant Coaches share office space. There does not appear to be a bias against women in the assignment of space.

There are no graduate assistants who are not otherwise classified as assistant or volunteer coaches.

Volunteer coaches are available for the three mixed-gender squads and Women's and Men's Tennis. There are no additional restrictions on volunteer coach positions at MSU beyond the NCAA rules.

Hiring practices at MSU require inclusion of women on all search committees, and the Department of Athletics strictly adheres to that policy. Promotion of women within the department is encouraged wherever possible. When there are opportunities to retain or promote coaching staff, all efforts are made to do so.

Professional development opportunities are not explicitly gender-based, though there are some specific opportunities made available to women coaches in addition to those available to all employees. Three coaches have been supported at the NCAA Women's Coaches Academy. One coach negotiated a family travel allowance with her fundraising club's support. All assistant coaches in Football, Men's and Women's Basketball, and Women's Volleyball attend their sports' national conferences, and the Department of Athletics maintains an institutional membership to the NACWAA, with five associated individual memberships.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]
Coaches' salaries and employment terms are competitive at the conference and regional levels. MSU salaries lag behind the national average, which is consistent across the university, not just in athletics.

Total compensation packages vary among coaches and differences in compensation are due to legitimate non-discriminatory factors, including but not limited to: market factors, qualifications or experience levels of the coaches and past performance of the program. The Department conducts periodic market analysis and reviews the salary of coaching staffs to determine whether in-range and/or market adjustments should be awarded. This market analysis includes a review of coaches in the same sport with similar experience, professional recognition and success rates within the Big Sky Conference, and nationally.

There is no discernible gender bias in coaching availability, working conditions, experience at MSU, or professional standing. There are more first-time Head Coaches for women's and mixed-gender squads, though all current Head Coaches have at least three (and in most cases many more) years of experience as Head Coach at MSU, and the Women's Golf coach was an LPGA professional for nine years prior to coaching at MSU.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The Department of Athletics will continue to hire, promote, compensate, and develop the best coaches possible without regard to gender of coach or squad. Please see the Retention program area below and in the stand-alone plan for additional professional development and training opportunities.

8. Locker rooms, practice and competitive facilities: Quality, availability and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities.

a. Describe how the institution has ensured a complete study of each of the 15 program areas:

The institution conducted a comprehensive self-study of this program area as described in the program area on accommodation of interests and abilities.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas.

Since Cycle 2 Certification, the quality of locker room facilities has greatly improved through renovations to the Brick Breeden Fieldhouse. Men’s and Women’s Basketball, Women’s Volleyball and Football have their own locker rooms. Other sports share locker rooms according to gender. In addition there are four updated locker rooms for visiting teams so the MSU student/athletes are not displaced. The weight room has been expanded as well. As of 2001 the basketball floor of the arena was replaced with the floor from the 2001 Final Four Tournament.
The tennis "Bubble" structure has been replaced (2003) with the Bobcat/Anderson Tennis Center, a permanent structure that includes locker rooms for both men's and Women's squads.

The Football stadium has new turf (2009) which has helped with their practice and competition playing.

The Women’s Volleyball practice/competition facility was just upgraded with a new floor, scoreboard, lighting and is currently receiving a new ventilation system. The Men’s and Women’s Basketball team holds competitions in the Brick Breeden Fieldhouse. These three teams use the practice facilities on a rotation basis, with priority given to in-season team, using the Fieldhouse arena, Shroyer Gym and occasionally South Gym and Romney Gym. Shroyer gym has now been designated an athletic practice facility.

The Men’s and Women’s Ski teams (Nordic & Alpine) utilize the local ski areas for training: Big Sky Resort, Bridger Bowl, Bohart Ranch, and Lindley and Sourdough groomed trail systems. Alpine home competitions take place at Big Sky Resort while Nordic events take place at Bohart.

The Women’s golf team practices at the Riverside Country Club and, in the Spring, in an indoor practice facility converted from the visitors' locker room in the Stadium. Home tournaments take place at the Riverside CC.

Men’s and Women’s track (indoor/ outdoor) and cross country use the Fieldhouse for practice and indoor competitions. Renovations of the Fieldhouse have greatly improved the quality of locker rooms. The track teams have made renovations on the Bobcat Plaza area as well as the track.

In-season sports have priority over the practice facilities. Athletics has priority of the Fieldhouse from 2-6 pm. Earlier and later practice times are arranged to accommodate student-athlete class schedules as needed. Facilities policies treat all sports equally.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

Montana State University is working hard to continue to promote gender equity within locker rooms, practice and competitive facilities. All programs and sports have the same opportunities to access the best practice/competition and locker rooms facilities.

Montana State University is currently starting renovations to the Football Stadium, which will include new locker rooms and new seating. Montana State is working hard to raise money for new practice facilities as well.
d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The Senior Associate AD will monitor availability and quality of locker room, practice and competitive facilities available to men's and women's squads to ensure ongoing equity across genders.

9. Medical and training facilities: Availability of medical personnel; availability and quality of weight training and conditioning facilities; availability and qualifications of athletics trainers; health, accident, and injury insurance coverage; provision of medical and training expenses.

a. Describe how the institution has ensured a complete study of each of the 15 program areas.

The institution conducted a comprehensive self study of this program area as described in the program area on accommodation of interests and abilities.

b. Provide data demonstrating the institution’s status and commitment including resource allocation, across each of the 15 areas.

Availability of medical personnel: Student health services provides medical help each day 8-4:30 and Dr. Karen Selin, MSU Student Health Service, is on call every day. During the Fall, a physician or physician assistant (PA) is available two nights a week. Most home events will have a volunteer physician or PA at each event. Physicians, PAs and the orthopedic practice doctors are on call for all sports.

Availability and quality of weight training and conditioning facilities: There is one MSU training facility with staffing to provide equal individual and team coaching to all sports. Two full time strength and conditioning coaches are employed, one male and one female who are responsible for 350-400 athletes per year. The female strength and conditioning coach was hired in 2008 to address gender equity, provide a positive role model for women student-athletes, and address conditioning issues specific to females.

Availability and qualifications of athletic trainers: Four full-time staff consisting of:

a. Rob Higgs – Head trainer - Football and women’s golf.

b. Lisa Pletan - Women’s volleyball, all track

c. Ashley Wilde - Women’s basketball, men’s and women’s tennis. Ashley also covers the cheer and dance squad although it is not an NCAA sanctioned sport.

d. Brett Ritter - Men’s basketball and men’s and women’s ski teams.

e. Three graduate students also assist in athletic training responsibilities.

While the four trainers are assigned specific sports, they also assist other sports as well depending on seasons and away contests, rotating to equally cover sports beyond their assigned duties.
The athletic trainers are nationally certified. Documentation is available.

Health, accident, and injury insurance coverage: MSU student-athletes are covered first through their private or primary health care that all MSU students are required to prove upon admission. The MSU Department of Athletics has a second policy for additional coverage, and the NCAA covers catastrophic accidents above the second policy. The same three-part coverage is offered to all student-athletes for all sports.

Provision of medical and training expenses: There is no difference in the provision for medical and training expenses based on sport. While more trainers and additional equipment would be welcomed, the staff is able to meet the student-athlete needs equally in regard to gender. Please see 3.1.8 for information on expenditures on medical expenses and insurance.

The 2007 Head Coaches survey reveals equivalent levels of coverage and satisfaction across genders, with all coaches evaluating the training room, the weight training facility, the quality and availability of doctors, the quality and availability of trainers, and the quality and availability of strength and conditioning coaches as adequate to excellent.

Student-athlete exit interviews indicate general satisfaction with training facilities. The 2009-10 UAC report indicates that Women's Volleyball, Basketball (Men's and Women's), and Football student-athletes were more satisfied than other student-athletes, indicating no apparent gender bias. The 2008-09 report similarly shows no systematic patterns according to the gender of squad. Exit interviews did not record the gender of the respondent, however, so it is not possible to compare all women to all men, and sports with both genders are analyzed together.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

In the area of medical and training facilities and services, there is equitable treatment of the under-represented gender. The quality and availability of training and medical professionals, the availability of facilities, equitable insurance, and expenditures are all appropriate for both genders. There is no difference in treatment perceived by head coaches of men's and women's sports and no apparent difference between student-athletes on men's women, and mixed gender sports.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

Medical and training facilities will be evaluated annually by the Head Trainer and Senior Associate AD to maintain equitable availability and quality. Exit interviews will include
gender so that more thorough analysis of satisfaction of student-athletes with training and medical facilities by gender is possible.

10. Housing, dining facilities and services: Housing provided; special services as part of housing; dining arrangements.

a. Describe how the institution has ensured a complete study of each of the 15 areas:

The institution conducted a comprehensive self study of this program area as described in the program area on accommodation of interests and abilities.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas.

Freshman student-athletes reside on campus and dine in one of the three dining halls associated with Residence Life. Upperclassmen may live off campus. Student-athletes on athletic aid receive a monthly room and board check.

There have been upgrades to some of the residence halls on campus through the ADA (American Disability Act): Colter men’s and women’s restrooms, Pryor men’s and women’s restrooms, Colter and Pryor laundry and kitchen, Langford, South Hedges, Hannon ADA upgrades for restrooms and laundry facilities, Roskie top two floors remodeled.

The new Fitness Center on campus, the Black Box Theatre, and the Strand Union Building have all been remodeled and upgraded.

Housing is provided to student-athletes who arrive early for practice and competition (Football and Women’s Volleyball). Meals are provided during preseason since other dining services are not available on-campus. Student-athletes attending summer school are housed in the high-rise residence halls on campus.

Hours of operation have increased for the food service on campus which helps to not only accommodate student-athletes but the entire student body. Also the quality of food is always improving to help all students who reside on the campus.

Head coaches surveyed in 2007 show no difference by team gender in the use and evaluation of housing and dining facilities and services.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]
Montana State University is committed to gender equity within housing, dining facilities and special services as part of housing and dining arrangements. All the upgrades to housing and dining not only benefit student-athletes on campus but the whole student body as well. All programs and sports have the same opportunities. Montana State has increased the operations of the food service hours to accommodate the student-athletes for both men’s and women’s sports.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The underrepresented gender will continue to enjoy parity in terms of housing and dining facilities and services. The Director of Athletic Business Operations and the Associate AD Compliance and Student Services/SWA will monitor provision of these services.

11. Publicity and awards Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices; availability and quality of institutional awards; opportunity for application and/or nomination for other outside awards (e.g., NCAA, national, or conference awards).

a. Describe how the institution has ensured a complete study of each of the 15 program areas.

The institution conducted a comprehensive self study of this program area as described in the program area on accommodation of interests and abilities.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas.

The Montana State Sports Information Department is composed of three individuals, two of which possess more than 20 years of service to MSU, along with one position that was filled January 2011. The Assistant Athletic Director for Media Relations arrived as Men’s SID in 1990, while the Sports Information Director arrived as Women’s SID in 1988 (when Men’s and Women’s Athletics were separate departments). Each hold bachelor’s degrees in journalism, as well as master’s degrees, and each have wide-ranging experience both at MSU and in other professional activities, such as working NCAA events. The Assistant AD/Media Relations is responsible for Football, Men’s Basketball, and Men’s Tennis, while the SID is responsible for Volleyball, Women’s Basketball, Men’s and Women’s Skiing and Women’s Tennis, while also assisting with the Montana State Athletics website. The position recently filled, Assistant SID-Operations, handles Men’s and Women’s Cross Country, Men’s and Women’s Track and Field and Golf. The position is also responsible for the Montana State Athletics Website as well as the department’s social media entities. The Ast. SID-Operations also has game-day event management duties as assigned by the Assistant AD/Marketing. Sports assignments have changed little since the men and women's Department of Athletics were separate entities.
Each sport has equal access to Sports Information personnel and to publicity resources, including media training upon the request of coaches and regular weekly press conferences. There is one newspaper in Bozeman, two more dailies that regularly cover MSU, and about five others in the state. The three television stations in the Bozeman market also regularly cover Bobcat Athletics, and MSU Sports Information regularly sends media outlets around the state news and feature content. Coaches and student-athletes are available to them within the rules established by the Department.

The department produces media guides annually for Football (80 pages), Men's Basketball (60 pages), Women's Basketball (60 pages), Volleyball (60 pages), Men's and Women's Track and Field combined (40 pages), and Men's and Women's Cross Country combined (a one-page brochure). Tennis and Skiing do not routinely request media guides. Media guides are produced per request and according to the budget from each sport. These guides are all available electronically on www.msubobcats.com. Bobcat Sports Properties produces game programs for Football and Men's and Women's Basketball, while the department produces a program for Volleyball, Track and Field, Cross Country and Golf. Posters are produced for Football, Volleyball, Men's and Women's Basketball, and schedule cards are produced for those four sports, along with Track. The Bobcat Athletics web site is the primary responsibility of the Assistant SID-Operations and includes news and feature stories, and audio and video features.

Head coaches in Football, Men's and Women's Basketball, and Women's Volleyball, have contract provisions that require and compensate radio appearances. All other coaches have the opportunity to participate in radio programming as well, however they are not necessarily compensated for doing so.

There are special awards through the Life Skills program such as the A.L.L. STAR award for community service and academics. This award and other team-based awards are given out at the A.L.L. Banquet held each spring. The Academic Center staff and the Associate Athletic Director for Compliance and Student Services nominate student-athletes for NCAA/national awards such as the NCAA Post Graduate Awards and NCAA Degree Completion Awards. The Academic Center nominates and helps validate information for Academic All Conference Awards and Big Sky Student-Athlete of the Year. The department nominates one male and one female for the Montana Campus Compact Athletes in Service Award (based on community service and academics), the Big Sky Scholar Athlete Award, and the Arthur Ashe Sports Scholar Award.

The Academic Center and the Associate AD for Compliance and Student Services also occasionally nominate student-athletes for the Awards for Excellence through the Alumni Office. The Sports Information staff nominates student-athletes for the other national awards such as All America, CoSIDA, etc.

The Associate Athletic Director for Compliance and Student Services monitors participation awards which are given in the specific sports (if any). There are few awards given to the underclassmen and the awards given to seniors were comparable between sports, with Women’s Basketball awarded the highest amount (value) of gifts.
c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

Regardless of gender, each sport has equal access to Sports Information personnel and to publicity resources, including regular weekly press conferences and media training upon the request of coaches. A comparable media guide is produced for each sport as requested. The Department of Athletics website equally promotes and supports all sports. Application and/or nomination for outside awards are submitted regardless of gender.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The resources available to MSU’s men's and women's squads will continue to be evaluated by the Academic Center staff, Associate AD for Compliance and Student Services/SWA, and Sports Information staff, to ensure the underrepresented gender continues to be treated equally in terms of publicity and awards.

12. Support Services: Administrative, secretarial, clerical support and office space.

a. Describe how the institution has ensured a complete study of each of the 15 program areas.

The institution conducted a comprehensive self study of this program area as described in the program area on accommodation of interests and abilities.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas.

A comprehensive review indicated that men's and women's administrative, secretarial and clerical support has seen minimal changes in the past three years. Overall support services and office space are provided in an equitable manner. Each support staff position has his or her own workspace (no desk sharing) but not necessarily an independent office. MSU Department of Athletics employs 6 full-time staff, 2 part-time staff and several student employees in various administrative support areas:

Full time:
1. Karolin Martinez – athletic financial aid coordinator, Track and Field administrative assistant
2. MaryShaun Mize – administrative assistant for AD, Associate AD, and compliance services
3. Amanda Patriarche – Football administrative assistant
4. Belinda Pence – payroll tech and search coordinator
5. Kristie Ratz – Bobcat Club/Development administrative assistant
6. Jillian Welch – administrative assistant all sports, except Football and Track and Field

Part time:
1. Kerry Myrstol – accounting tech, Athletics accounts payable/p-cards
2. Tracy Pohndorf – accounting tech, Bobcat Club

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

The Department of Athletics provides support services in an equitable manner without regard to gender. The opportunity to enhance these support positions and services for all sports is an ongoing effort and has limits due to the Montana State University Personnel Classification employment system. However, when opportunities arise to develop higher-level responsibilities and performance expectations in these positions, the Department has pursued a higher-level position support.

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

The Director of Athletics will continue to monitor the provision of support services to ensure equitable treatment of the underrepresented gender.

13. Recruitment of student-athletes  Equal opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities and treatment of prospective student-athletes.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study.

The institution conducted a comprehensive self study of this program area as described in the program area on accommodation of interests and abilities.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas.

Recruiting expenses as reported in NCAA Financial Reports are not yet equitable across genders, however the gap between recruiting expenses and participation rates reported for EADA is narrowing. MSU has made a commitment to equity in recruiting budgets and has achieved progress in this area. In FY09, the most recent year for which data were examined for this self-study, women's recruiting expenses made up 30% of all recruiting.
In addition, recruiting is a slightly smaller though growing portion of the total expenses for women's sports (3-4%) than for men's (5-6%).

Differences in recruiting expenses depend in part on support from squad-specific fundraising clubs, and this is most notable in Football. Recruiting expenses for Men's and Women's Basketball and Tennis are closely aligned.

In addition to the financial data, Head Coaches were surveyed in 2007 about recruiting as part of the development of the 2008-13 Gender Equity Plan. Responses indicate a general perception of equity across men's and women's squads. With small numbers (nine head coaches provided responses), it is difficult to generalize by gender. Only one noticeable difference across genders relative to recruiting emerged from that survey. Head Coaches of women's squads were more likely to be neutral about the sufficiency of their recruitment funds than coaches of men's squads or sports with both genders (Skiing and All Track). One men's and one women's coach were negative. The 2008-13 Gender Equity Plan included an action item on recruiting budgets (please see 3.1.3).

No other items on recruiting within the 2007 survey – other specific recruiting resources, housing of recruits, satisfaction with housing of recruits, or written responses to an open-ended question about recruiting – elicited a gender difference.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

All 15 MSU Athletic programs have the opportunity to recruit student-athletes within their respective budgets, as determined by coaching staff and budget administrators. Head Coaches are the stewards of their own budgets and may recruit as they see fit. Newly hired Head Coaches generally receive an increased recruiting budget in their first year at MSU.

At the time of the development of the 2008-13 Gender Equity Plan, most Head Coaches were positive about recruiting budgets, but there was more neutrality among coaches for the women's squads compared to men's squads. Only two coaches were negative about the sufficiency of recruiting budgets (one men's and one women's).

Each program also has other equivalent benefits available for recruiting. These equivalent benefits are based on availability at the time of need and a first-come first-serve –basis. Head Coach survey results indicate no perceived gender bias.

The NCAA financial reports indicate that recruiting budgets do differ by gender. Recruiting and other budgets are compared across genders within sports as they are developed to better ensure equitable budgeting.
External fundraising groups do impact the ability to recruit student-athletes, and this is especially noticeable for football. Other sections of this self-study address the gender inequities associated with fundraising clubs (please see especially 3.1.3).

Each Head Coach has the opportunity to adjust their respective budgets in areas such as recruiting. MSU’s Equity Plan for Intercollegiate Athletics 08-13 and EADA reports suggest that an increase in availability of resources to the underrepresented gender should continue to be monitored and addressed. Improvements to be more equitable in these areas have been made over the past few years and should continue.

**d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.**

MSU is committed to progress toward equality in terms of recruitment of student-athletes. Recruitment budgets will be evaluated on an annual (or more frequent) basis by the AD, Associate AD for Compliance and Student Services/ SWA, Director of Athletic Business Operations, Head Coaches and other Athletics staff. Spending by fundraising clubs will be monitored, and the Bobcat Club will exercise oversight of squad-specific clubs.

**14. Retention Programs and services to address retention of staff, coaches and student-athletes from the underrepresented gender within the athletics program; review of retention and promotion of staff and coaches from the underrepresented gender within the athletics program, including professional development opportunities (e.g., mentoring programs), rate of compensation, duration of contracts, conditions relating to contract renewal; programs and services to address retention of student-athletes who are members of the underrepresented gender within the athletics program.**

**a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study.**

The institution conducted a comprehensive self study of this program area as described in the program area on accommodation of interests and abilities.

**b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas.**

MSU is committed to retaining its highly qualified and high performing students and employees across the university and within the Department of Athletics. A review of the programs and services available to students, coaches, and staff within the Department of Athletics was conducted, APR and GSR reports were evaluated by gender, employment figures were tallied by gender, and interviews with senior staff and other employees were conducted to assess the availability and adequacy of retention programs for women.
Students
In the Fall 2009 first-time, full-time Freshman cohort, women persisted at a 77.2% rate and men persisted at a 72.2% rate. Among student-athletes, the GSR, a function of retention, shows women student-athletes with an 82% graduation success rate and men with a 49% graduation success rate. The APR data on retention of student-athletes is a more timely indicator, showing progress among both genders in retention. A review of the data used to calculate the 2009-10 APR indicate a semester-to-semester retention rate for all male student-athletes of 95.36% and for all female student-athletes of 96.81%, indicating no issues for the under-represented gender.

A list of services available to students that aid in retention can be found at http://www.montana.edu/wwwcat/studentlife/stud2.html.

Within the Department of Athletics, student-athletes have several programs devoted to retention and acclimation. CATS, a program to which students are referred according to GPA, holds frequent meetings early in the student-athlete's career. A life skills class promotes acclimation and eases the transition to MSU for student-athletes. A mentor program that pairs student-athletes with an MSU faculty or staff member also aids retention efforts. Department of Athletics staff indicate that acclimation is less of an issue for female student-athletes, who are more likely to reflect the MSU population in general, than it is for males. More information on student retention programs may be found in OP 2.1.

In addition, the Department of Athletics provides programming that promotes retention and acclimation of women, though the programming is not necessarily targeted at women. Programs for all athletes on domestic violence, sexual assault, and harassment underline a message that MSU is a safe place for female student-athletes.

Coaches and Staff
In AY 2006-07 through AY 2008-09, women have made up 43%, 45%, and 42% of the overall Department of Athletics staff, with 28 or 29 women employees each year.

Employees within the Department of Athletics are treated equally regardless of gender in hiring, contracts, professional development opportunities, and involvement in governance. Interviews with female staff members indicate a perception that the Department of Athletics is welcoming to women and supportive of all employees. The Athletic Director was singled out as sensitive to the needs of all employees and especially willing to listen to concerns about gender equity, both for the employees and the squads. As an indication of this culture, improvements in facilities made for one gender are accompanied by improvements for the other, and coaches are actively encouraged to come forward with concerns about inequity.

Hiring practices at MSU require inclusion of women on all search committees, and the Department of Athletics strictly adheres to that policy. All coaches are on similar letters of appointment, and contracts contain bonus and other opportunities that are appropriate
for the sport and equitable across genders. Classified employees are all hired under the state's policy and are treated identically across positions regardless of gender.

Compensation for classified employees is governed by state policy, union negotiation, and MSU Human Resources procedures, and does not differ by gender. Professional employees, including coaches, are subject to contract negotiations, though language for coach contracts is very similar across sports and genders. Salaries are largely market-driven. Please see 3.1.8 and the Coaches program area of this self-study item for more on coaches' compensation.

Promotion of women within the department is encouraged wherever possible. When there are opportunities to retain or promote staff, all efforts are made to do so.

Head Coaches for Football and Men's and Women's Basketball have three-year contracts, per Board of Regents (BOR) Policy. Other head coaches and assistant coaches are on one-year contracts, per BOR policy. Some coaches have chosen to work a 10- or 11-month contract year, with consent of the Director of Athletics. Please see 3.1.3 for more information on 10-month contracts.

Professional development opportunities are not explicitly gender-based, though there are some specific opportunities made available to women coaches and staff in addition to those available to all employees. Three coaches have been supported at the NCAA Women's Coaches Academy. One coach negotiated a family travel allowance with her fundraising club's support. All assistant coaches in Football, Men's and Women's Basketball, and Women's Volleyball attend their sports' national conferences, and the Department of Athletics maintains an institutional membership to the NACWAA, with five associated individual memberships.

Professional development opportunities for non-coaching staff tend to be recommended for specific employees rather than on a gendered basis. Female staff members within the Department of Athletics have participated in highly selective campus-wide professional development programs such as Leadership MSU and Developing Excellence in Academic Leadership (DEAL). All employees have equal access to tuition discounts at Montana University System campuses.

The Department of Athletics offers its own professional development programming for all staff regardless of gender, some of which may have explicit positive impacts on women or bring gender issues to the attention of all staff. Recent programming includes: diversity training, Icebox Training for Mental Skills and Toughness, workshops on coaching and recruiting from external presenters, sessions on MSU's academic colleges and departments, alcoholism training, programs on LGBT issues, and programs on bullying.

Governance within the department is transparent and inclusive. Budgeting is done with the involvement of Head Coaches and senior staff, and women Head Coaches, the
Director of Athletic Business Operations and the Senior Woman Administrator all have a place at the table for major decisions.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

MSU and its Department of Athletics are committed to fostering a warm climate for women students and employees. MSU has increased its commitment to student retention in the past three years, with subsequent progress made in the federal fall-to-fall rate. In addition to university programs available to all students, the Department of Athletics provides programming to encourage retention of all student-athletes and to foster a culture of inclusivity for women. The GSR and APR data indicate that retention and graduation rates of women student-athletes are not a concern for MSU.

Employee data tell a similar story. While these are aggregate numbers rather than individual retention data, the large and steady proportion of women employees in the department indicate that there is little cause for concern about hiring and retaining females.

Compensation packages do vary among coaches and differences in compensation are due to legitimate non-discriminatory factors, including market, qualifications of the coaches, and success in meeting program goals (e.g. academic success, competitive success, ticket sales and attendance).

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The APR, GSR, EADA, and internal reports will be evaluated annually (or more frequently) by the AD, Associate AD for Compliance and Student Services/SWA, Head Coaches, University Athletics Committee, Affirmative Action Officer, and other MSU and Department of Athletics staff as part of a broader gender equity assessment effort. Additional programs addressing issues of concern to or professional development of the under-represented gender will be offered.

15. Participation in governance and decision making Involvement of Department of Athletics staff, coaches and student-athletes from the underrepresented gender within the athletics program in the governance and decision-making processes of the Department of Athletics; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and Department of Athletics staff and coaches (e.g., participation at the conference and/or national level).
a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study.

The institution conducted a comprehensive self study of this program area as described in the program area on accommodation of interests and abilities.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas.

There are opportunities for female student-athletes as well as female coaches and staff to participate in governance and decision making. There are several opportunities for student-athletes to be active in decision making within the Department of Athletics. Specifically, Student Athletic Advisory Council (SAAC) provides students with the opportunity to voice concerns and make recommendations regarding intercollegiate athletics. The council members are selected by coaching staff based upon academic performance and leadership. With members from every squad, SAAC represents both male and female student-athletes.

Head Coaches are part of the leadership team within the Department of Athletics, and female coaches, as well as male coaches of female squads, are full participants in budget development, policy review, and other key decision-making processes. In addition, Head Coaches serve on a variety of Big Sky Conference and NCAA committees by virtue of their positions.

Senior Athletics staff members are majority male, but the positions of Associate Athletic Director for Compliance and Student Services and Director of Athletics Business Operations are both currently held by female incumbents. Senior staff participate in all major decisions. The SWA also serves on Big Sky Conference and NCAA committees.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

Senior exit interviews provide student-athletes with the opportunity to bring forth concerns and recommendations to aid in the development of the athletics program. These take place after an athlete has exhausted his or her eligibility or if he or she chooses to leave MSU early. Both types of interviews are then reviewed by the University Athletic Committee and a report is given to the President and the AD. Additionally, student-athletes can consult with their SAAC representatives at any time about any matter. The AD meets with SAAC whenever possible and maintains an open-door policy for all student-athletes, coaches, and staff. Student-athletes are also allowed to report any issue that they feel needs to be addressed through the MSU student-athlete grievance policy.
The Department of Athletics encourages female coaches and staff to voice opinions and suggest changes regarding gender equity. Additionally, one female must be active on each search committee during all search processes. An increasing number of female coaches and staff have been hired over the last several years. Currently there are five members of the National Association of Collegiate Women’s Athletic Administration (NACWAA). Additionally, two of six senior administrators for MSU athletics are female. Finally, it is important to note that the President and Provost of MSU are also female, a first for both positions, which signals support for gender equity at the highest levels.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The Department of Athletics will continue to monitor women's participation in governance and decision-making.

3.1.10. Using the plan for improvement section, provide an institutional gender-issues plan that addresses all 15 aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee (Appendix B). If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution's status in that program area(s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution’s gender-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

Measurable Standard No. 6
The institution’s plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution’s gender-issues plan.

In Progress

3.1.11. Describe how the institution will annually compare its gender-issues plan with its EADA reports and NCAA financial reports to determine if the course of action is still appropriate. Further, please provide the names and titles of the individuals who will be responsible for this review.
Measurable Standard No. 6
The institution’s plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution’s gender-issues plan.

In Progress

3.1.12. Describe the institution’s efforts to ensure the gender-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

Measurable Standard No. 7
If a plan concludes prior to the commencement of the institution’s next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution’s original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle. Please note that all institutional plans must contain all of the committee’s required elements.

Measurable Standard No. 8
The institution’s gender-issues plan must include the following requirements:
 a. Include identification of issues or problems confronting the institution.
 b. Include measurable goals the institution intends to achieve to address issues or problems.
 c. Include specific steps the institution will take to achieve its goals.
 d. Include a specific timetable(s) for completing the work.
 e. Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.

Further, the institution’s gender-issues plan must meet the following requirements:
 a. Be committed to paper and be a stand-alone document.
 b. Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.
 c. Must be adopted formally by the institution’s final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.

[Please Note: If a plan concludes before the commencement of the institution’s next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution’s original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.]

In Progress