NCAA Certification Report
Self-Study Items for Operating Principle 3.2

DIVERSITY

3.2.1. 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 3.2 (Minority 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 report

3.2.2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:
   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or non-completion of the original goal(s) and/or step(s) to achieve the goal.

The committee will not accept the following explanations for partial or non-completion:
1. The institution did not possess sufficient funds to implement the plan; and
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 minority-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. 1
The institution must demonstrate that it has implemented its Cycle 2 minority-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. Original Plan

Although the minority issues operating principle is available within the Department of Athletics, and the university’s nondiscrimination policy in printed in the university bulletin and in the class schedule books, students do not know the institution's policies prohibiting discrimination and harassment. The university and DIA policies prohibiting discrimination and harassment, including reporting procedures, will be publicized and discussed with staff and students.

**Action**

Nondiscrimination policies and the Web address are printed in the Student-Athlete Handbook

Student-athletes and coaches are trained on the University’s nondiscrimination policies.

**Action Date**

Policy review occurs annually with student-athletes in individual team meetings at the beginning of each academic year.

**Explanation for partial or non-completion**

Action complete

2. Original Plan

There was no evidence that decisions regarding recruitment, eligibility for playing or access to support services such as the training facilities and the academic center, or the availability of university programs such as ASMSU tutoring or access to the health center were based on prohibited characteristics. Maintain an academic and athletics environment free of discrimination that supports and rewards student-athletes on the basis of ability and athletics, work and academic performance.

**Action**

Continue to monitor and maintain

**Action Date**

Ongoing

**Explanation for partial or non-completion**

Action complete

3. Original Plan

As the foregoing demographic analysis shows, the state of Montana and the university itself are much less racially diverse than the Department of Athletics. Minority students are thus called on to make difficult cultural adjustments in addition to learning and
integrating their academic and athletics roles. The status and satisfaction of minority student-athletes and staff will be reported annually.

**Action**
The exit interview forms have been revised and standardized in an effort to solicit feedback about the student-athlete’s experience as and with minority students. The form is used in conducting exit interviews with student-athletes. Completed interviews are analyzed to monitor patterns of dissatisfaction or potential/obvious problems that may be unique to minority students. Reports of the results are submitted to the President and the campus academic and administrative leadership staff. If specific problems are identified, action plans will be developed to address them.

**Action Date**
Annual exit interviews, analysis, reporting

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

4. **Original Plan**
Minority student-athletes and staff report having difficulty bringing problems to the attention of the senior athletics and university administrators. Communications among minority students, student-athletes, the athletics administration, the university and the community will be improved.

**Action**
Staff are made available for student-athletes to discuss concerns. Efforts to hire staff from under-represented groups are ongoing. Two student services staff from under-represented groups have been hired.
The AD ensures that that SAAC functions so that minority student-athletes can voice their concerns.

**Action Date**
Hiring of staff from under-represented groups in 2006 (role and FTE expanded in 2008) and 2010. Other actions are ongoing.

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

5. **Original Plan**
Due to budget constraints, there has been little training of university faculty, staff and students in prejudice reduction or appreciating diversity. The first Department of Athletics training was conducted during the summer of 2001. Ongoing diversity training for DIA coaches, staff, and student-athletes will be provided on a regular and continuing basis.

**Action**
A diversity training plan has been developed and training programs are regularly scheduled.

**Action Date**
Plan developed by summer 2003
Training sessions conducted regularly (please see list of guest speakers)

**Explanation for partial or non-completion**
6. **Original Plan**

In AY 2001, three assistant coaches were members of minority groups. Efforts to recruit and retain minority coaches and administrators will continue.

**Action**

Enhanced efforts to recruit minority coaches and administrators

Strategies developed that provide opportunities to move minority student-athletes into entry-level coaching positions

In AY 2009 there were 5 assistant coaches who were members of under-represented groups at MSU, up from 3 in AY 2001.

**Action Date**

Ongoing

**Explanation for partial or non-completion**

Career ladders and Affirmative Action hires were not made in this certification cycle because MSU has been more successful recruiting minority coaches without resorting to this steps.

3.2.3. **Describe any additional plans for improvement / recommendations developed by the institution since the Cycle 2 certification decision was rendered by the Committee for Operating Principle 3.2 (minority issues) Provide:**

a. The additional goals

b. The steps taken to achieve the goals

c. The dates the steps were completed

Subsequent to the Cycle 2 certification there have been three reports/reviews that have made specific recommendations that relate to Minority Issues: The Athletics Review Report (2007), The One Team* Report (2008), and the PRT (what does this stand for?) report (2010).

Following are the specific recommendations, the actions taken, and the dates of completion.

*The One Team Committee was an ad hoc committee formed and charged by MSU President Geoff Gamble to “Determine whether Montana State has the appropriate programs in place to assure that the student-athletes we recruit to play for our teams will succeed academically, socially and athletically.” This group reviewed and made recommendations in the One Team Report (2008) concerning the staffing, physical space and financial support for student-athlete academic support services.

**The Athletics Review Report**

Need language on this to parallel the next

1. **Goal:**

   Minority student-athletes would benefit greatly from the implementation of a mentoring program…which would ideally involve former student-athletes, minority faculty, or community members (page 8, item c).

   **Action:**

   Establishment of the BOBCAT Mentors Program
Dates:
Mentor program revised September 2006. Ongoing
Reason for partial or non-completion
Action complete

The One Team Report
The One Team Committee was an ad hoc committee formed and charged by MSU President Geoff Gamble to “Determine whether Montana State has the appropriate programs in place to assure that the student-athletes we recruit to play for our teams will succeed academically, socially and athletically.” This group reviewed and made recommendations in the One Team Report (2008) concerning the staffing, physical space and financial support for student-athlete academic support services.

2. Goal:
The Department of Athletics employee, who is assigned the responsibility for helping minority student-athletes acclimate to the University and the Bozeman community, should be full-time rather than the current part-time (page 14, item 33)
Action:
Jonathan Taylor’s position was expanded to a full-time position
Dates:
July 2008
Reason for partial or non-completion
Action complete

PRT Report
Need language on this to parallel the last

3. Goal:
Diversity training should be included in the CHAMPS Life Skills Program (Page 14)
Action:
Implemented diversity training in CHAMPS Life Skills
Dates:
Fall Semester 2009 and ongoing
Reason for partial or non-completion
Action complete

3.2.4. Explain how the institution is organized to further its efforts related to the diversity-issues operating principle for both Department of Athletics staff, coaches, and student-athletes.

Both MSU and its Department of Athletics are committed to fostering diversity 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 president from an unrepresented minority group in MSU (and the Montana University System's) history. The President's commitment to diversity guides decision making at all levels.

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 intercollegiate 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 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, and students, and acts in an advisory role to the President of the University and the Vice President for Student Success in all matters pertaining to intercollegiate athletics. The committee regularly reviews several areas, including commitment to equity.
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. This position was expanded to full-time in 2008.

To enable the university and its Department of Athletics to carry out their missions with respect to diversity issues, several campus and departmental resources are aligned.

- MSU’s Vision Statement, Mission Statement, and Five-year Vision Document are all derived through an expansive structure of shared governance. The Vision and Mission Statements of MSU are long-term, semi-dynamic documents; the Five-year Vision Document is reviewed and updated on an annual basis. All of these documents are available to the public via the MSU website.

- MSU is an equal-opportunity institution in providing full access to all phases of the employment process, facilities, academic programs, and public use of campus facilities. The Director of the Office of Human Resources and Affirmative Action (HR/AA) has the responsibility to ensure compliance with MSU’s equal opportunity policies. In addition, the HR/AA office is responsible for discrimination and sexual harassment training. The Director of HR/AA meets regularly with the President and Provost and when necessary with other administrative leaders. The Director is a member of the President’s Executive Council, Salary Review Committee, Faculty Affairs, University Shared Governance Steering Committee, the Council of Elders, Indian Program Directors, and the Research Compliance Committee.

- MSU admission determinations are made without regard to ethnicity, socioeconomic status, or religion. However, the Student Success Division provides various supportive programs and services for a wide variety of students with diverse backgrounds and needs. The Office of Admissions does employ a Minority Representative to assist with specific strategies targeted at attracting increasing numbers of new students from diverse backgrounds.

- The Office of International Programs (OIP) staff provides support for international students enrolled at MSU. This support includes a required orientation for all students, assistance with general academic advising, a review of compliance with immigration and immunization laws, and suggestions regarding campus and community groups that are particularly interested in including international students in upcoming activities.

- The American Indian advisor serves all self-identified American Indian and Alaskan Native MSU students and families. Services include campus orientation, academic and personal counseling, free individual and group tutoring, emergency loan assistance, scholarships, weekly counseling group, weekly study group, recruitment initiatives, retention initiatives, community advocacy and referral, campus liaison, transition adjustment assistance, partner with counseling center on referrals, and a 24/7 on-call line for native related support services.

- The staff of Student Support Services is committed to help participants be successful in their academic pursuits. The student must qualify for the Federal Subsidized Program. Services include study skills workshops, Math, Reading, and Writing and Tutoring.
• The Office of Student Activities (OSA) provides co-curricular activities and programs that are in some instances specifically intended to meet the needs of traditionally under-represented students, such as the physically disabled; Gay Lesbian Bisexual and Transgender (GLBT); and older, evening, and part-time students. OSA and the Diversity Awareness Office (DAO) are committed to providing extracurricular programs that cultivate student development and complement academics. The Diversity Awareness Office (DAO) brings together all members of the MSU community, and the community at large, by increasing understanding and providing support to those who identify with a wide spectrum of diversity issues including race, ethnicity, sexual orientation, class, gender, and ability. One aspect of the DAO, a responsibility of the OSA, is to provide programming and extracurricular opportunities for traditionally under-represented groups including students with physical challenges; gays, lesbians, bisexual and transgender students; and students over traditional age.

The Department of Athletics conducts its own programming as well as engaging actively with other offices, committees, and programs on campus to further its partnerships with respect to diversity.

• The Department updated its written Diversity five-year plan in 2009 with input from a committee, student and staff surveys, and a campus climate study. The plan is reviewed and updated annually through a committee-based process. Please see 3.2.3 for more on this plan.

• The Athletic Academic Center (AAC) includes an operational goal of promoting respect for diversity among student-athletes. The AAC partners with all of the campus offices noted above.

• The Life Skills program includes mandatory training on diversity and other issues.

• Head Coach job descriptions include an explicit responsibility to make efforts to increase diversity in hiring and recruiting.

• The Student-Athlete Advisory Committee (SAAC) is the student voice in the Department of Athletics. One member is selected from each team, except for track and field and football which have two members, by the Head Coach and team members. SAAC meets bi-weekly to discuss ideas and issues that are important to student-athletes' well-being and the success of the department.

• Departmental employees conform to the operations manual, which includes guidelines for personal conduct, two of which speak specifically to diversity issues: Treat all person with courtesy, friendliness and respect for their personal dignity; and Be mindful to not discriminate against any individual by reason of race, color, religion, sex, age, national origin, sexual orientation, disability, veteran status, or marital status;

• The NCAA selected MSU to conduct foundations diversity training for staff. Advanced staff training has been applied for. Student foundations training has also been applied for.

• The Associate Athletic Director for Compliance and Student Services/SWA serves on the Assistant Dean’s Council.

• All student-athletes are required to participate in orientation.

• The Director of Athletic Academic Services serves on the Academic Advising Committee.
• The Department of Athletics sponsors a mentor program whose mission is to connect staff and faculty outside of the Department of Athletics with first-year student-athletes.

3.2.5. Describe the institution's written statements (e.g. vision statements, mission statements, diversity statements, policies, plans) that address issues of diversity, including where the statements are published. Describe how the institution's written statements are communicated directly to department of athletics staff, coaches and student-athletes.

Measurable Standard No. 2
The institution must demonstrate how the institution’s and department of athletics’ written commitment and expectations related to diversity are communicated directly to department of athletics staff, coaches and student-athletes.

The mission statement of Montana State University reads in part: "The mission of Montana State University is: To provide a challenging and richly diverse learning environment in which the entire university community is fully engaged in supporting student success." Selected targets related to MSU’s commitment to a diverse learning environment are developed in the University's Five Year Vision Statement:

- As MSU achieves national prominence, and as the number of Montana high school students declines, we will attract a greater number and proportion of non-resident students.
- The student body will be more diverse than it is today. For example, the number of Native American students enrolled will increase.
- The number of international students will increase.
- MSU is committed to increasing the number and proportion of members of underrepresented groups among our vice presidents, deans, directors, department heads, and other administrators.
- We will continue to enhance our efforts to recruit a diverse pool of applicants to MSU staff and faculty positions, resulting in an increase in the diversity of our applicant pools and an increase in women and minorities among our employees.

Measures associated with each of these targets are maintained and published annually.

The Mission and Vision Statements appear in the online course catalog. They can also be accessed on the Office of Planning and Analysis webpage. The Five-year Vision Document and archives of past versions are available online. Former President Gamble focused on the Five-Year Vision in his 2009 spring address to the campus, asking all campus members to consider how they can contribute to achieving the vision. MSU is currently in a process of revising its mission, vision, core themes, and strategic plan, a process that will ensure full campus and community involvement and communication through governance councils, representative processes, campus-wide emails and website announcements, and open forums.

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." The goals and objectives of the Department of Athletics can be found throughout the department. In the summer of 2008, the
department initiated a plan to post its mission statement in every departmental office, student services area, and locker room. Additionally, the goals and objectives may be found most prevalently in the department’s Annual Report, Operations Manual, Student Handbook, and on the departmental website.

During the recruitment process for institutional staff members, the department clearly states its goals and objectives in job descriptions and job postings. Upon acceptance of a position, the goals and objectives are clearly stated in head coaching contracts and assistant coaches’ letters of appointment.

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, University Athletic 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.

3.2.6. **Describe how matters concerning diversity issues for the department of athletics staff, coaches and student-athletes are monitored, evaluated and addressed on a continuing basis.**

Exit interviews with student-athletes include questions about MSU's commitment to a safe and inclusive environment for all students and about the university's commitment to diversity. Results are analyzed annually by the FAR and UAC with a report distributed to Department of Athletics administrators, the Vice President for Student Success, and the President. Recent UAC reports show that over 90% of exiting student-athletes felt their experience in these two areas met or exceeded expectations.

SAAC meetings are appropriate opportunities for student-athletes to communicate concerns about diversity issues to staff, especially the Student-Athlete Affairs Administrator/Diversity Officer who attends all meetings and the AD who attends whenever possible.

Staff and coaches are encouraged to bring concerns about diversity issues to the attention of senior administrators.

Numeric data on enrollment, persistence, academic success, employment and other items are reviewed at least annually by the Associate Athletic Director for Compliance and Student Services, the Director of Athletics Business Operations, the Athletic Academic Center staff, the Athletic Director, the Affirmative Action Officer, and/or the Associate Director of Planning and Analysis, and reports on most of these data are forwarded to the President and the Vice President for Student Success for review.

In the Summer of 2009 an online survey specifically regarding the climate of racial, ethnic, disabilities, gender identity and sexual orientation issues was sent to all Athletic staff members. Approximately 30% of the Athletics staff completed the survey (16 respondents, all but one was White). In addition to surveying the Athletics staff the Department of Athletics also asked the
student-athletes to complete a similar survey, with a 10% completion rate (22 White and 5 from other backgrounds). The survey sought opinions regarding these issues as well as asking for input on the impact of diversity actions and efforts MSU Athletics could promote to increase the climate of diversity. Some notable responses:

- Over 80% of the staff agreed that students are accepted and respected regardless of their racial or ethnic background. No staff disagreed. 90% of student-athletes agreed with the same statement. The same number agreed that student-athletes are accepted regardless of race, however slightly fewer strongly agreed about student-athletes.
- 75% of staff agreed that employees are accepted and respected regardless of their racial or ethnic background.
- 50% of the staff agreed that students of color are as well prepared academically as white students. Another 25% indicated they were not able to judge this item. 60% of student-athletes agreed that students of color are equally prepared.
- Over half the staff were not able to judge whether gay and lesbian students at MSU are accepted and respected. 50% of the student-athletes agreed that students generally were accepted regardless of sexual orientation. 78% agreed that student-athletes are accepted regardless of sexual orientation.
- Over 80% of the staff feels MSU should place more emphasis on racial/ethnic diversity. Just half of the student-athletes agreed.
- All staff and 85% of the student-athletes agreed that a diverse environment tends to enrich the university by offering many perspectives and promoting campus unity.
- 60% of the student-athletes and 62.5% of the staff are aware of the services available to address discrimination issues.
- There were no programming ideas that a majority of the student-athletes believed would improve the climate somewhat or considerably. More than a quarter believed promoting programs that recognize differing sexual orientations would worsen the climate somewhat. Events that recognize cultural heritage would improve the climate according to 62% of the employees. 62% of employees and 44% of student-athletes think increasing the number of students and coach members of color would improve the climate somewhat. 87% of employees think increasing the diversity requirement in the Core curriculum would improve the climate.

Results of the survey were incorporated into the current Diversity Plan. Issues arising from the survey and from student-athlete exit interviews or other communication vehicles are addressed on an annual and ongoing basis by the Director of Athletics, Senior Woman Administrator, and by all of the Athletic Academic Center staff.

Hiring efforts to address diversity efforts have included:

- **July 2008**: Johnathan Taylor was promoted from a Graduate Assistant to Athletic Academic Coordinator and Student-Athlete Affairs Administrator. Johnathan is an African American male and added to the diversity of the Department of Athletics' Administration.
- **June 2010**: Derek Johnson a Native American male was hired as an Athletic Academic Advisor to fill a vacancy, and further added to the diversity of the Department of Athletics' Administration.
- Since AY 2001, minority assistant coaches have increased from three to five.
In addition, programming appropriate to address issues raised in any assessment mechanism above is developed as described in 3.2.7.

3.2.7. Describe the programs and activities the institution has in place for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of the underrepresented groups or individuals of diverse backgrounds.

Measurable Standard No. 3
The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of under-represented groups or individuals of diverse backgrounds.

- Guest speaker was brought in October 2010 for a mandatory meeting. Dave Pallone spoke on Sexual Orientation and Acceptance. All student-athletes and coaches attended in separate meetings.
- NCAA Diversity Training Fundamentals was presented in Fall 2009 for coaches and staff. Student Fundamentals and Coaches/Staff advanced training have been applied for.
- Monthly emails are sent to all student-athletes promoting Diversity Awareness Office events. (sample emails are available)
- Johnathan Taylor, staff member, served as panelist and advisor for “I Have a Dream” (2009) presentation. Event was organized in response to white supremacy activity in the community.
- Life Skills: The majority of incoming student-athletes attends a weekly class that addresses diversity issues as part of the curriculum. (syllabus is available)

3.2.8. Describe how the institution actively recruits department of athletics staff, coaches and student-athletes from underrepresented groups or diverse backgrounds including a description of actions and strategies taken to increase diversity.

Measurable Standard No. 4
The institution must demonstrate through actions and strategies how it actively recruits department of athletics staff, coaches, and student-athletes from underrepresented groups or diverse backgrounds from those currently represented in athletics.

The institution must demonstrate through actions and strategies how it actively recruits department of athletics staff, coaches, and student-athletes from underrepresented groups or diverse backgrounds from those currently represented in athletics.

Recruitment of coaches and staff:
MSU is an equal-opportunity institution in providing full access to all phases of the employment process. The Director of the Office of Human Resources and Affirmative Action (HR/ AA) has the responsibility to ensure compliance with MSU’s equal opportunity policies.
Job announcements for positions at Montana State University include equal opportunity, affirmative action, disability and veteran’s preference, as well as diversity inclusive statements.

Advertisements for open positions include language encouraging minorities and others to apply. Athletic staff positions can be both professional (overtime exempt) and classified (union affiliated). As positions become vacant, or are newly established, vacancy announcements are posted on the Montana State University employment website.

Most professional positions are also advertised nationally. The MSU website, NCAA website, websites of national organizations (Athletic Trainers, American Football Coaches Association, etc.) are used as recruitment tools. Support positions are typically only advertised locally, primarily in local newspapers on the MSU website and may be posted at the local Job Service Workforce Center.

Part time assistant coaches (pooled positions) are posted on the Montana State University employment website and job bulletin boards located around the campus. These pooled positions have an open recruitment with no established end dates.

Head Coaching position descriptions include explicit language that includes responsibility for efforts to increase diversity in hiring and recruiting of assistant coaches and support staff.

Recruitment of student-athletes:
The Football program actively recruits underrepresented racial and ethnic groups within major metropolitan areas such as Los Angeles, Oakland, San Francisco, San Diego, Dallas, Houston, Phoenix, Seattle and Portland. Within the state of Montana, areas such as Native American reservations are actively recruited as well.

It is part of the Football programs’ strategic plan to add to the diversity within the football team. Within the last four years there have been a total of 71 student-athletes recruited. Of those 71 individuals, 42 (59%) are White, 28 (39%) are African American and 1 (1%) is Native American. (Numbers presented here represent recruiting efforts and may not match the data on student-athletes on aid presented in 3.2.13)

The Men’s Basketball program actively recruits underrepresented racial and ethnic groups within major metropolitan areas such as Los Angeles, San Francisco, Oakland, Phoenix, Detroit, Minneapolis and Dallas.

Within the Men’s Basketball program there are a total of 15 student-athletes. Of those 15 individuals, 7 (46%) are African American, 7 (46%) are White and 1 (6%) is Native American. (Numbers presented here represent recruiting efforts and may not match the data on student-athletes on aid presented in 3.2.13)
The Women’s Basketball program actively recruits diversity within underrepresented major metropolitan areas such as Los Angeles, Oakland, Seattle, San Diego, Detroit, and internationally in Australia.

Within the Women’s Basketball program there are a total of 12 student-athletes. Of those 12 individuals, 8 (66%) are White, 2 (16%) are African American and 2 (16%) are international. (Numbers presented here represent recruiting efforts and may not match the data on student-athletes on aid presented in 3.2.13)

Tennis recruits internationally. Historically, Nordic and Alpine skiing have had a number of international student-athletes. They have not been heavily recruited by the coaches, but rather have come to MSU as students first, then choose to participate in the ski program. MSU’s new Nordic Head Coach has been recruiting more actively, but she is only in her first year as a head coach.

Track and Golf tend to recruit regionally, due to the nature of their sports. All coaches actively recruit for diversity within their traditional scope – local, statewide, national, or international – which depends on the sport, its reputation in the state, and other factors.

3.2.9. Describe institutional and department of athletics hiring practices to ensure the department of athletics demonstrates a commitment to diversity in hiring procedures for department of athletics staff and coaches. Compare and explain any differences that exist between institutional hiring practices and department of athletics hiring practices. Please provide the date of your most recent assessment and comparison of the institution’s and Department of Athletics’ hiring practices. Note: this assessment and comparison must occur at least once every five years.

Measurable Standard No. 5

The institution must provide evidence that an assessment and comparison of the institution’s and department of athletics’ hiring practices has occurred at least once every five years.

Montana State University Department of Athletics works within Institution’s hiring practices and includes the Office of Human Resources and Affirmative Action in all hiring processes. There are no differences between the University’s hiring practices and those of the Department of Athletics.

Hiring practices include the following:

- Approval to hire is granted by the Director of Athletics.
- Job Announcements are approved for validity and accuracy by HR/AA personnel.
- Announcements are posted on both NCAA website and Montana State University employment website. Additional recruitment efforts may vary by positions, such as advertising in regional newspapers, posting at the local Job Service Workforce Center, posting on the websites of various national professional organizations, etc.
- Search committees are established by the Director of Athletics for high profile positions and include Department of Athletics personnel, campus representatives, student-athletes, outside constituents (boosters). Other senior staff members in the
Department of Athletics select committee members for staff positions. Women serve on all search committees. The Director of Athletics attempts to include members from under-represented groups on all hiring committees as well.

- Committees are given hiring overview guidance by HR/AA personnel to provide direction on equity and equal opportunity in the search process.
- Human resources is in consultation with the Department of Athletics throughout the search process to guarantee equity in the pool of applicants and monitoring of potential discriminatory concerns.
- The Director of Athletics serves as the hiring authority for the Department of Athletics.

Hiring policies and practices are reviewed with every hire; the most recent high profile hire occurred in May, 2007.

3.2.10. Describe institutional and department of athletics policies related to the use of outside firms (e.g., search firms) and truncated or expedited hiring processes. Describe the actual hiring practices used by your institution since the previous self-study for any positions (e.g., coaches, staff) determined to be high profile at your institution.

Measurable Standard No. 6
The institution must demonstrate a commitment to diversity in all athletics department hiring efforts, including those involving outside firms (e.g., search firms) and truncated or expedited processes.

The MSU Department of Athletics has not utilized an outside firm to expedite or coordinate any hiring processes since the previous self study.

The department of athletics has not implemented a truncated or expedited hiring process for any positions since the previous self study.

For hiring high profile coach positions, the Department of Athletics has used large, diverse ‘hiring committees’ to review applicants; create interview and reference questions; conduct on-campus interviews and forward top candidate suggestions to the Director of Athletics.

These committees consist of members of the Department of Athletics, student-athletes, campus constituents and off-campus constituents such as Boosters. A section of each campus visit for potential candidates includes open forum opportunities that are well advertised on campus and to the community members. Feedback is solicited from all members who had an opportunity to attend a forum or other scheduled meeting. This feedback is evaluated by the hiring committee as part of the selection process and is included in the information provided to the Athletic Director for review.

High profile positions hired since the previous self study:
- Athletic Director: May 2002
  - Applicant and EEO data not available – Hired White male
- Women’s Head Basketball Coach: February 2005
- 42 applicants – (EEO data not available) – Hired White female

- Men’s Head Basketball Coach: March 2006
  - 60 applicants – 18 EEO cards returned, 12 White males, 5 Black males, 1 Native American male – Hired White male

- Football Coach: May 2007
  - 66 applicants- 22 EEO cards returned, 18 White males, 4 Black males
    * Hired White male

3.2.11. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

For this item, Fall employee snapshots of Department of Athletics personnel and others within the reporting categories were analyzed for Fall 2006 - Fall 2008 (AY 2007-2009). Titles, FTE, and racial or ethnic self-identification were included as recorded in the central administrative database. Volunteers and advisory board members were added to this list with ethnicity and racial identification when known.

a. Full-time senior administrative department of athletics staff members (i.e., assistant director of athletics up through the director of athletics level);

Six full-time Department of Athletics administrators are included in the table on racial or ethnic composition of personnel from AY 2007 to AY 2009. In the most recent two years, five identified as White and one did not report ethnicity or race. Three years ago, all six reported White. Administrators at MSU are overwhelmingly White; of the top forty administrators, one is multi-racial, one is Hispanic, and the rest are White.

b. Other full- and part-time professional (i.e. nonclerical) department of athletics staff members (such as directors of operations, athletic trainers, ticket managers, academic support staff and facilities managers, even if the position is not funded by or does not report to the department of athletics);

Seventeen full-time employees fit this category in AY 07 and AY 08. Nineteen are included in AY 09. Four part-time employees are included in each year. The sole Black employee in this group converted from a part-time to a full-time position between AY 08 and AY 09. Six, nine, and twelve employees did not self-identify in AY 07, AY 08, and AY 09 respectively. The rest identified as White. The growth in non-identification is somewhat troubling, however in Spring 2010, a university-wide census was conducted to better comply with new federal IPEDS reporting requirements, which minimized the non-response category. Athletics now has no unknown identifications.

c. Full- and part-time head coaches;

Nine head coaches are reported each year. Most are white, with one to three unknowns and one Asian/Pacific Islander in AY 07 and AY 08.
d. Full- and part-time assistant coaches (including graduate assistant and volunteer coaches):

Twenty-eight assistant coaches are included for AY 07 and thirty-two for AY 08 and AY 09. These figures include volunteers. Six to ten assistant coaches are part-time each year. In AY 09, fully half do not identify with a racial or ethnic group, one is Asian, one is Black, three are non-resident aliens, and the rest are White. AY 08 is similar – one Black, two non-resident aliens, 13 White, and 15 unknown. AY 07 had five Black assistant coaches, fifteen white, one non-resident alien, and seven unknown. The large decrease in Black assistant coaches between AY 07 and AY 08 can be attributed to turnover in Football personnel with a head coaching change. Recent hires have brought the number of black assistant coaches back up to three. Again, the increase in unreported race or ethnicity is troubling, however the 2010 MSU census has corrected the issue. Even after the decrease in Black assistant coaches, assistant coaches are more diverse than the university employee profile as a whole (6% minority assistant coaches and 9% international compared with 3% minority employees and 4% international).

e. Faculty-based athletics board or committee (e.g. faculty senate subcommittee on athletics, faculty athletics committee) members; and

Eight to ten members of the University Athletics Committee are examined each year, most of whom are faculty with two community members representing booster clubs. In each year, there is one unknown ethnicity and the rest are White, reflecting the largely White faculty and community. Well over 90% of the instructional faculty at MSU is White or unknown in the latest data reported on the university's website (Fall 2008).

f. Other advisory or policy-making group (e.g. governing board subcommittee for athletics, student-athlete advisory committee) members (if any).

The Student-Athlete Advisory Committee (SAAC) has fifteen to nineteen members each year, representing each sport as well as the Spirit Squad. In each year, most SAAC members are White; however there are representatives of diverse backgrounds each year. In AY 07, one non-resident alien and one black student-athlete were on SAAC, as well as two students with unreported ethnicities. In AY 08, one Asian, two Black. One non-resident alien, and two unreported ethnicity were included. In AY 09, there were one Black student-athlete, three non-resident aliens, and one unreported ethnicity. The SAAC is generally more diverse than the MSU student-body, reflecting the greater diversity among student-athletes than at MSU generally (please see also 3.2.12).

3.2.12. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for student-athletes who received athletics aid and for all students.

Percentages illustrate well that MSU's student-athletes are more diverse than the student body as a whole. Whites make up 65%, 70%, and 69% of student-athletes on aid in AY 07, AY 08, and AY 09. Whites are just under 90% of the entire undergraduate student-body in those three years.

Every racial and ethnic group is represented among student-athletes on aid. American Indians are slightly less well represented among student-athletes, 1.7% in AY 09 compared to 2.4% for all students. Asian/Pacific Islander student-athletes comprise 2.6% compared to 1.3% for all students. There are proportionately more Black student-athletes (11.6%) than Black students (0.5%), and proportionately fewer Hispanic student-athletes (1.4%) than Hispanic students generally (1.4%). Non-resident aliens are more likely to appear among student-athletes, with 10.3% in AY 09 compared to 2.9% among all undergraduate students. Finally, student-athletes are slightly more likely to refrain from reporting race or ethnicity, with 4.3% compared to 2.9% of the student body.

Diversity among student-athletes has decreased over the three-year reporting period, with 35% non-Whites in AY 07 and 30% in AY 09. This may be largely attributed to a decrease in Black Football players following a head coach change as well as an increased emphasis on recruiting from within the state of Montana, which is overwhelmingly white.

It bears emphasis that over half of the Black students who attend MSU in each year examined are student-athletes. Ten percent of non-resident aliens are also student-athletes. MSU is committed to increasing diversity of all kinds, with specific goals of increasing Native American and international students. MSU's athletics programs can claim significant credit for contributions to the recruitment and retention of international and Black students.

### 3.2.13. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for student-athletes who received athletics aid by the eight sport groups listed in the NCAA Federal Graduation Rates Report.

The table titled "Racial or Ethnic Composition of Student-Athletes by Sport Group – Old Race/Ethnicity Categories Chart (IPEDS)" shows the absolute numbers of student-athletes for AY 2006-07, 2007-08, 2008-09.

Men's Basketball is consistently about half-white, with seven to nine White players each year. The other half represent Black, Hispanic, non-resident alien, and unknown ethnicities.

Football student-athletes on aid represent all ethnic groups at one time or another in the three reporting years. The last two years show an increase in White student-athletes, from 54% in AY 07 to 63% and 61% in AY 08 and AY 09. The largest minority group on the Football squad is Black, with one or more in five players.
Men's Track/Cross-Country is almost all White, with one American Indian student, one Black student, and one unknown ethnicity in most years.

Men's other squads (Tennis, Skiing) are split fairly evenly between White (eight in AY 09) and non-resident alien (nine in AY 09) student-athletes.

Women's Basketball has eight or nine White student-athletes on aid each year, representing just over half the team in AY 09. AY 09 is the most diverse year for the squad, with three Black and three non-resident aliens receiving aid. Additionally, there was one student of unknown ethnicity.

Women's Track/Cross-Country is almost all White, with one or two students who are non-resident aliens or from unknown racial or ethnic groups each year.

Women's other squads (Golf, Skiing, Tennis, Volleyball) have become less diverse over the three year period, with 61% White in AY 07 and 74% White in AY 09. One Hispanic, one unknown, and 10 to 14 non-resident aliens comprise the remaining student-athletes on these squads.

MSU's student-athletes are more diverse than the student body as a whole, and this pattern extends to all squads except for the Track teams, which reflect the make-up of the student body fairly closely. MSU is committed to recruiting and retaining a diverse student body, with explicit institutional goals for American Indian and international students. The Athletics programs reflect this commitment and can claim credit for success particularly among Black and international students.

3.2.14. Using the program areas for diversity issues, provided on Page No. 77.
   a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;
   b. Provide data demonstrating the institution's status and commitment across each of the four areas;
   c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis); and
   d. Explain how the institution’s written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

**Measurable Standard No. 7**
The institution must conduct a thorough and written review of each of the four program areas for diversity issues. Please see program area definitions located in the Equity 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 diversity 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:

a. Describe how the institution has ensured a complete study of each of the four program areas for diversity issues. This study should be conducted as part of the self-study process;

Please note that for the program area of assessment, the use of student-athlete exit interviews alone does not constitute a complete assessment for purposes of the self-study. An institution may choose to include student-athlete exit interviews as part of a broader assessment conducted, but the institution must ensure that an assessment of the entire department of athletics has been conducted with respect to diversity issues.

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

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes, coaches, and athletic department staff with diverse racial, ethnic and other backgrounds. Please note, any deficiencies should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis; and

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

Measurable Standard No. 8

The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution’s conformity or moves an institution into conformity with the operating principle.

1. Assessment: Assessment of Department of Athletics activities to evaluate consistency with objectives set forth in the institution’s and department of athletics' written diversity statements; assessment of campus diversity climate through evaluation of various campus constituencies using the four diversity program areas.

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

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 Dr. 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 Diversity 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 Diversity 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.

Diversity Work Group members:
Dr. Christina Fastnow, Chair
Christina Fournier, Director of Athletic Business Operations
Diane Letendre, Interim Director of Affirmative Action
Jason McEndoo, Assistant Coach, Football
Jonathon Taylor, Student-Athlete Affairs Administrator
Tanner Ripley, Student-Athlete
Pat Donahoe, Director, Counseling and Psychological Services

Other Gender, Diversity and Student-Athlete Well-Being members:
Denise Albrecht, Head Coach, Women's Tennis
Bobby Biskupiak, Student-Athlete
Nancy Colton, Assistant Professor of Health and Human Development
Rob Higgs, Head Trainer
Heidi Sherick, Assistant Dean of the College of Engineering
Leslie Spalding, Head Coach, Women's Golf
Lena Suek, Student-Athlete
Erin Macdonald-Peck, Assistant Dean of Students
Jeff Bondy, Associate Director of Residence Life
Jen Haubenreiser, Health Promotions Program Director
Bob Lashaway, Associate Vice President of University Services
Mike Redburn, Assistant Professor of Education
Nancy Filbin, Program Coordinator for Disability, Re-Entry, and Veteran Services
Jen Dunn, Assistant Director of Admissions
Dan Davies, Senior Associate Athletics Director

The Diversity 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 {} for public review and comment. A public forum was held on {} for additional review and comment. This process provided a comprehensive, broad-based review of the program areas in Operating Principle 3.2.
b. Provide data demonstrating the institution’s status and commitment across each of the four areas;

The Department of Athletics conducted a thorough self-study in 2009 to develop the 2009 Diversity Plan. A committee of Department of Athletics staff and student-athletes surveyed current and former student-athletes, coaches and staff members. The survey assessed the climate at MSU regarding racial, ethnic, disabilities, gender identity and sexual orientation and discrimination.

The committee also studied and compared the university population, enrollment, and graduation statistics to those of the Department of Athletics.

The 2009 Diversity Plan goals are to be assessed annually by the diversity committee (the first year of review overlaps with this self-study and so the committee is not duplicating the work of the self-study team). The Diversity Committees current members include Jonathon Taylor (Diversity Officer), Temesghen Starr (MBB Assistant Coach), Jenifer Sulewski (VB Assistant Coach) and Erika Perry (WBB Student Assistant).

The Department of Athletics Mission Statement includes the following goal: "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." This document is posted in every departmental office, student services area, and locker room. Additionally, the goals and objectives may be found most prevalently in the department’s Annual Report, Policy Manual, Student Handbook, and on the departmental website.

Student-athlete exit interviews ask all exiting student-athletes to rate their experiences on "MSU's commitment to a safe and inclusive environment for all student-athletes" and "MSU's commitment to diversity." These items are analyzed along with the rest of the interview results by the University Athletic Committee, and report on the interviews is prepared for the President annually. In the most recent reports, over 90% of student-athletes indicate their experience on both items met or exceeded their expectations.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis);

MSU and its Department of Athletics are committed to a climate of assessment as well as a climate that fosters diversity. The Department of Athletics, Athletic Academic Center, and Student-Athlete Affairs Administrator/Diversity Officer use student exit interviews, diversity program evaluation forms, and individual advising sessions to assess the university's and the Department's climate toward diversity. There are a healthy variety of partnerships.
Broader attention to assessment of diversity climate and programming is lacking. Membership on an assessment committee could include non-Athletics faculty, staff, and/or students. Further, evaluation of exit interviews could include breakdowns by minority status to enhance assessment efforts.

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

The equitable resources available to MSU’s 4 program areas will continue to be evaluated. The climate and actions of the university and Department of Athletics will be continue to be assessed at least annually. While there has been attention paid within the Department of Athletics, the plan for improvement calls for the formation of a broader committee with representation across the University to assess improvements in diversity. The plan also calls for the addition of racial and ethnic identification on exit interviews.

2. Retention: Programs and services to address retention and acclimation of diverse staff, coaches and student-athletes; review of retention and promotion of staff and coaches who are members of under-represented groups, including professional development opportunities (e.g. mentoring programs), rate of compensation, duration of contracts, conditions relating to contract renewal.

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

MSU conducted a thorough self-study of this program area as described under Assessment above.

b. Provide data demonstrating the institution’s status and commitment across each of the four areas;

MSU is committed to retaining all of 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, enrollment and retention and graduation rate reports were evaluated by race and ethnicity, employment figures were tallied by race and ethnicity, and interviews with senior staff and other employees were conducted to assess the availability and adequacy of retention programs for under-represented groups.

Students
As described in 3.2.12, student-athletes at MSU are more diverse than the undergraduate student body as a whole. Graduation rates for student-athletes (please see table associated with 2.1.14) are equal to or higher than those of the student body in all racial ethnic groups when men and women are combined. Males (student-athletes and non) tend to graduate at lower rates in most ethnic and racial groups, but overall, student-
athletes from diverse backgrounds enroll at higher rates and succeed at equal or higher levels.

A list of services available to students that aid in retention can be found at http://www.montana.edu/wwwcat/studentlife/stud2.html. All services are available without regard to race or ethnicity. There are some programs targeted to first generation and/or low income and/or students from under-represented minority groups, such as Student Support Services, that overlap with racial or ethnic background. The McNair Scholars program also invites applicants from under-represented groups.

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 incoming GPA, holds frequent meetings early in the student-athlete's career. The CHAMPS 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. More information on student retention programs may be found in OP 2.1. and later in this operating principle (please see 3.3.12).

Coaches and Staff
In AY 2006-07 through AY 2008-09, under-represented groups have made up 14%, 9%, and 10% of the overall Department of Athletics staff, with 6 to 9 minority employees each year. Overall employee diversity is less widespread, with five percent of MSU's top administrators and nine percent of all employees representing minority groups in Fall 2010.

Employees within the Department of Athletics are treated equally regardless of race or ethnicity in hiring, contracts, professional development opportunities, and involvement in governance.

All coaches are on similar letters of appointment, and Head Coach contracts contain bonus and other opportunities that are appropriate for the sport. Classified employees are all hired under the state's policy and are treated identically across positions regardless of race or ethnicity.

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

Professional development opportunities are not explicitly race- or ethnicity-based, though there are some specific opportunities made available to staff from under-represented groups in addition to those available to all employees. Release time for relevant conferences (e.g. a Native American Education Symposium) is granted and support for professional development opportunities is readily available, though administrators recognize such development opportunities may result in valuable MSU employees being recruited elsewhere.
On campus professional development opportunities also tend to be recommended for specific employees rather than on a race or ethnicity basis. Staff members from under-represented groups within the Department of Athletics have participated in highly selective campus-wide professional development programs such as Leadership MSU. All employees have equal access to tuition discounts at Montana University System campuses.

Compensation for classified employees is governed by state policy, union negotiation, and MSU Human Resources procedures, and does not differ by race or ethnicity. Professional employees, including coaches, are subject to contract negotiations, though language for coach contracts is very similar across sports. Salaries are largely market-driven. Please see 3.1.8 for more on coaches' compensation.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis);

MSU and its Department of Athletics are committed to fostering a warm climate for diverse 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 and among student-athletes. Graduation rates lag retention indicators but also show that student-athletes from all racial and ethnic groups graduate at similar or better rates than among the student body as a whole.

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 those from under-represented backgrounds.

Employee data also tell a positive story. While these are aggregate numbers rather than individual retention data, the fairly steady proportion of employees in the department from under-represented groups, as well as the relative number compared to all MSU employees and top administrators, indicate that recruiting and retaining a diverse employee base is important to the Department.

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

The equitable resources available to MSU’s 4 program areas will continue to be evaluated. The plan for improvement indicates that MSU and its Department of Athletics will continue to offer and assess programs and services targeted to the needs of underrepresented groups.
3. Partnerships: Collaboration and integration between department of athletics and other institutional units or external organizations to enhance diversity efforts in programs, activities, and services.

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

MSU conducted a thorough self-study of this program area as described under Assessment above.

b. Provide data demonstrating the institution’s status and commitment across each of the four areas;

The Department of Athletics conducts its own programming and engages actively with other offices, committees, and programs on campus to further its partnerships with respect to diversity.

- The Department updated its written Diversity five-year plan in 2009 with input from a committee, student and staff surveys, and a campus climate study. The plan is reviewed and updated annually through a committee-based process. Please see 3.2.3 for more on this plan.
- The Athletic Academic Center (AAC) includes an operational goal of promoting respect for diversity among student-athletes. The AAC partners with all of the campus offices noted in 3.2.4. Specific emphasis is placed on partnering for guest speakers and programming related to diversity issues, as well as for student support activities.
- Hiring committees include non-Department of Athletics personnel.
- The Student-Athlete Advisory Committee (SAAC) is the student voice in the Department of Athletics. SAAC members serve on a variety of Department committees and projects.
- The Department has partnered with the NCAA to conduct foundations diversity training for staff (Fall 09). Advanced staff training and student foundations training have been applied for.
- Beginning in 2010, the Athletic Director serves on the University Council, MSU’s policy-making body, and provides a monthly update to that Council.
- The Associate Athletic Director for Compliance and Student Services serves on the Assistant Deans Council and communicates with academic administrators regarding a variety of Athletics and academic issues, including issues surrounding diversity.
- All student-athletes are required to participate in MSU’s freshman and transfer orientation, run by the Office of Admissions with contributions from all Student Success offices and academic colleges and departments. Further all student-athletes are subject to the university requirement to take a first-year seminar. Student-athletes enroll in the same seminars as other students, which facilitates integration into the broader campus. Many of those seminars require group work and service learning, which enhance acclimation.
The Director of Athletic Academic Services serves on the Academic Advising Committee.

The Department of Athletics sponsors a mentor program whose mission is to connect staff and faculty outside of the Department of Athletics with first-year student-athletes.

The Diversity Officer and student-athletes participate in community events and marches when appropriate, like the Hate-Free Bozone rally and the "I Have a Dream" panel.

Recent mandatory student-athlete and coach meetings focused on LGBT issues, with guest speaker Dave Pallone (Fall 10).

Student-athletes participating in the A.L.L. program (Academics, Leadership, and Life Skills) partner with the Office of Community Involvement (OCI) to find volunteer opportunities, and the OCI contacts the Department of Athletics when it needs additional volunteers for a project.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis);

The Department of Athletics intentionally and carefully builds partnerships with units on and off campus to leverage support for diversity programming and services. Successful outcomes from these partnerships, along with Athletics' contribution to diversity among the employees and students at MSU, help to create a healthy climate for diversity at MSU and in the Bozeman community. For example, more than 2,000 people – including student-athletes, coaches, Athletics staff, other MSU employees and students, and hundreds of others – rallied for a "Hate-Free Bozone" in the Fall of 2009 in response to activity by a white supremacy group.

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

The equitable resources available to MSU’s 4 program areas will continue to be evaluated. The Department of Athletics will continue to conscientiously partner with organizations on and off campus and report on partnerships annually.

4. Participation in Governance and Decision-Making: Involvement of Department of Athletics staff, coaches and student-athletes from underrepresented groups or diverse backgrounds 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 four program areas. This study must be conducted as part of the self-study process;

MSU conducted a thorough self-study of this program area as described under Assessment above.

b. Provide data demonstrating the institution’s status and commitment across each of the four areas;

Student-athletes are offered opportunities to participate in governance, largely through the Student-Athlete Advisory Committee (SAAC). SAAC is the voice of students within the Department of Athletics. There are one to two representatives from each squad and the Spirit Squad. These representatives may self-nominate or be nominated by their coaches. There is effort on the part of coaches to include minority representation when possible.

The SAAC meets every other Tuesday, with the Director of Athletics in attendance whenever possible. SAAC serves as a direct line to the AD. The SAAC advisor is the Student-Athlete Affairs Administrator/Diversity Officer, who serves as an additional link between students and department administrators. Finally, a SAAC member sits on the UAC.

Participation in governance for employees both internally and at the conference or NCAA is largely dependent on position. Budgets are developed by senior administrators and Head Coaches, none of which currently represent minority groups. Similarly, participation in Big Sky Conference and NCAA committees is typically reserved for the Director of Athletics, Senior Woman Administrator, and Head Coaches. However, within the department, the Director of Athletics requests the input of staff from under-represented groups, especially on hiring matters and search committees, and these same staff members take a leadership role in programming to improve the climate for diversity.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis);

Diversity within the Department of Athletics is richer than within the university as a whole, and those representing minority backgrounds have the opportunity to participate in governance and decision-making, though due to the current composition of the Department, some of that opportunity is more informal. Student-athletes have a direct line to the Director of Athletics through the SAAC, and the AD maintains and open-door policy for all student-athletes to express concerns.
d. Explain how the institution’s written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

The equitable resources available to MSU’s 4 program areas will continue to be evaluated. The Department of Athletics will continue to monitor participation in decision-making and advisory committees by under-represented groups.

3.2.15. Using the “plan for improvement” section, provide an institutional diversity-issues plan that addresses all four aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee (see 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 diversity-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. 8**
The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution’s conformity or moves an institution into conformity with the operating principle.

**In Progress**

3.2.16. Describe how the institution will periodically compare its diversity-issues plan with its assessment of the campus diversity climate (see Program Area No. 1) using the four diversity program areas to determine if the course of action is still appropriate. Further, provide the names and titles of the individuals who will be responsible for this review.

**Measurable Standard No. 9**
The institution’s plan must be active at all times and include a mechanism to ensure the plan is reviewed on annual basis to determine if the course of action is still appropriate. This information must be included in the institution’s diversity-issues plan.

**Measurable Standard No. 10**
The institution must compare its diversity-issues plan with its written assessment of the campus diversity climate (see Program Area No. 1) at least once every four years, to determine if the course of action is still appropriate.
3.2.17. Describe the institution’s efforts to ensure the diversity-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.

*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 was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

Measurable Standard No. 11
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 was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the applicable operating principle. Please note that all institutional plans must contain all of the committee’s required elements.

Measurable Standard No. 12
The institution’s diversity-issues plan must include the following requirements:
   a. Include identification of issues or problems confronting the institution.
   b. Include the measurable goals the institution intends to achieve to address issues or problems.
   c. Include the 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 diversity-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

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