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 noncompletion of such required actions.

In its 2004 Cycle 2 certification review, the NCAA Division I Committee on Athletics Certification determined that UM should be certified without any conditions. Therefore, The University of Montana (UM) is in compliance on this issue.

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 noncompletion of the original goal(s) and/or step(s) to achieve the goal.

### Improvement Plan Progress

#### OP 3.2 – Item 2

<table>
<thead>
<tr>
<th>Original Goal</th>
<th>Step(s) Taken to Achieve the Goal</th>
<th>Date Step(s) Completed</th>
<th>Explanation for Any Partial or Noncompletion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressively recruit minorities for coaching and staff positions, with particular effort in hiring head coaches and executive administrators.</td>
<td>University of Montana Intercollegiate Athletics (IA) administrators regularly review Big Sky Conference salary reports and strive to maintain salaries competitive with the Conference. Since 2003, in over five instances, IA has used the UM affirmative action hiring policy to successfully hire minority coaches. Affirmative action information about underutilization in IA is provided to search committees.</td>
<td>The salary reviews remain ongoing. Seeking opportunities to use the affirmative action policy remain ongoing. Providing affirmative action information to search committees remains ongoing.</td>
<td>UM is in compliance. Efforts to correcting underutilization of minorities in staff, coaching and administrative positions is an ongoing process and occurs with every recruitment. Additional efforts are described in the plan for improvement developed as a result of this cycle 3 self-study.</td>
</tr>
<tr>
<td>IA will maintain a percentage of minority student-athletes which is equal to or greater than the percentage of minority students in the overall student body.</td>
<td>Demographic statistics are gathered and analyzed on an annual basis. A Minority Mentoring Program was established to support student-athletes of African descent. Workshops are presented for student-athletes on various</td>
<td>Analysis of demographic data remains ongoing. The Minority Mentoring Program was established in 2007 and remains ongoing.</td>
<td>UM is partially in compliance. This goal has been achieved for student-athletes who self report in the categories of black and nonresident alien. It was achieved in 2010 for Hispanic student-athletes. It has not been fully achieved for student-athletes who...</td>
</tr>
</tbody>
</table>
### Operating Principle 3.2 – Diversity Issues

#### Presentation of diversity workshops remains ongoing.

<table>
<thead>
<tr>
<th>Develop strategies for recruiting and retaining American Indian student-athletes.</th>
<th>IA as a whole has not taken steps to achieve this goal.</th>
<th>Not completed.</th>
<th>UM is not in compliance. No comprehensive plan has been created to achieve this goal. Additional efforts are described in the plan for improvement developed as a result of this cycle 3 self-study.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority student-athletes will be introduced to the UM Minority Mentoring Program during student-athlete orientation. Efforts will be made to arrange meetings with appropriate minority representatives during campus visits for prospective minority student-athletes. A diversity component will be included to the career services on campus, during annual team meetings, and other academic appointments.</td>
<td>The Minority Mentoring Program was created and includes active involvement by a Special Assistant to the Vice President for Student Affairs (SAVPSA), who assists students of African descent in areas of counseling, program development, community involvement, persistence and graduation. The SAVPSA also meets with recruits of African descent and works closely with both the VPSA and the Athletic Director in areas of concern for African-American student-athletes. In addition, the IA Coordinator, Athletic Academic Services arranges for workshops and speakers to enhance diversity sensitivity. A diversity statement and non-discrimination statements were added to the Student-Athlete Handbook.</td>
<td>The Minority Mentoring Program was created in 2007 and is ongoing. The diversity training coordinated by the Coordinator, Athletic Academic Services is ongoing. The 2010-11 Student-Athlete Handbook (pp.33-37) contains such statements. Future handbooks will contain such statements.</td>
<td>UM is in compliance. This goal has been completed.</td>
</tr>
</tbody>
</table>

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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). For each additional plan, provide:

a. The additional goal(s);

b. The step(s) taken by the institution to achieve the goal(s); and

c. The date(s) the step(s) was completed.

The University of Montana (UM) Department of Intercollegiate Athletics (IA) developed a five-year strategic plan for 2007-2011. Diversity is included as one of nine strategic goals. The plan clarifies that the strategies are “strategic” not “operational.”
a. The strategic goal for diversity at page 12 in the plan is to: “Provide opportunities for individuals on
the basis of merit in a non-discriminatory manner.”

b. The following steps or efforts are being taken by the institution to address this goal:

(1) The Minority Mentoring Program was created in 2007 and is supervised by the Vice President for
Student Affairs (VPSA). It is directed by a Special Assistant to the Vice President for Student Affairs
(SAVPSA). The SAVPSA assists students of African descent in areas of counseling, program
development, community involvement, persistence and graduation. The SAVPSA meets with recruits of
African descent and works closely with both the VPSA and the Athletic Director (AD) in areas of concern
for African American student-athletes. Annual progress reports are provided to the Vice President for
Student Affairs.

(2) The Coordinator of Athletic Academic Services (CAAS) provides culturally appropriate assistance and
academic counseling for student-athletes.

(3) The University Athletic Committee (UAC) is appointed and overseen by the President of the
University. UM’s NCAA Faculty Athletics Representative is an ex-officio voting member of UAC. The
UAC provides review and counsel for the intercollegiate athletic program. The committee makes
recommendations for addressing potential issues and for enhancing efforts to increase diversity and
promote a culture of acceptance within IA.

c. The Minority Mentoring Program was created and implemented in December 2007 and exists today.
The additional activity by the CAAS commenced in 2003, after the Cycle 2 certification, and has been
ongoing since. The UAC has been in existence since the mid-1990’s and is ongoing.

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.

The University of Montana (UM) maintains a strong commitment to diversity, which is supported and directed
by policy of the Montana Board of Regents (BOR) of the Montana University System in: Policy 1902 –
Minority Achievement (adopted in 1999). As directed by policy, The University of Montana has adopted the
following goals as part of its diversity planning:

1. To enroll and graduate American Indians and other minorities in proportion to their representation in the
state’s population. In measuring the outcome of this goal it is expected that the students would originate
from the state of Montana and that the proportional representation would apply both at the
undergraduate and graduate levels. Further, it is expected that the minority students would have
comparable levels of achievement with non-minority students.

2. To increase the employment of American Indians and other underrepresented minorities in
administration, faculty and staff positions to achieve representation equal to that of the relevant labor
force.

3. To enhance the overall curriculum by infusion of content which enhances multicultural awareness and
understanding.

Every two years, the President of the University submits diversity reports to the Office of the Commissioner of
Higher Education. These reports contain action plans to achieve specific goals for diversity.
The President’s UM Diversity Advisory Council (DAC) exists to: “encourage, advocate, and facilitate
communication, education, and relations among persons of various races, physical conditions, religions, national
origins, citizenship, genders, ages, socio-economic backgrounds, and sexual orientation at The University of
Montana.” A staff member from IA is a member of the DAC and as such is responsible to communicate pertinent information about DAC activities to IA.

The UM Office of Equal Opportunity and Affirmative Action (EO/AA), whose director reports to the President, ensures that the University complies with non-discrimination laws and policy as they apply to students, staff, coaches, faculty, and anyone participating in University programs and activities. The EO/AA Office also monitors and helps to guide recruitment efforts to ensure that affirmative steps are taken to recruit minorities into faculty, staff, administrative, and coach positions.

The University’s Student Affairs sector, through its Department of Enrollment Services, employs a Minority Admissions Counselor, who specifically assists with the recruitment and retention of minority students.

Through the combined effort of the University President, the Office of Student Affairs and the Department of Intercollegiate Athletics (IA), a minority mentoring program was established in 2007. The program includes a Special Assistant to the Vice President for Student Affairs (SAVPSA), who assists students of African descent in areas of counseling, program development, community involvement, persistence and graduation. The SAVPSA meets with recruits of African descent and works closely with both the VPSA and the Athletic Director in areas of concern for African American student-athletes. The SAVPSA provides annual reports to the VPSA to assess program effectiveness.

The University’s Diversity Strategic Plan (adopted in October 2010) includes goals and action items to promote respect for and sensitivity to the dignity of every person, to refrain from discrimination, and to overcome the effects of historical discrimination. The Diversity Strategic Plan requires all UM departments, including the Department of Intercollegiate Athletics, to have a diversity action plan and annually report to the EO/AA Office on progress toward meeting its diversity goals. Thus, the Diversity Strategic Plan is expected to further UM’s efforts related to Operating Principle 3.2 for the IA staff, including coaches, and student-athletes. The Diversity Strategic Plan encourages all campus departments to publicize their diversity-related activities.

The Diversity Strategic Plan has goals and action items to increase recruitment and retention of employees and students from diverse backgrounds and particularly those from historically underrepresented populations. For example, one of the goals is: “Increase recruitment and enrollment of students from historically underrepresented populations.” [Goal 2.1]. The metric to measure achievement of that goal is: “Assess increase in enrollment rates of these underrepresented populations by annual reporting to compare rates from year to year and to compare the growth rate in total UM enrollment.” [Metric 2.1.a]. Another action item intended to increase recruitment and retention of students from historically underrepresented populations is: “Assure adequate financial support for student services that serve historically underrepresented populations.” [Action Item 2.1-2.4.4]. There are also specific goals to recruit, hire, and retain faculty and staff from historically underrepresented populations. [Goals 2.5 and 2.6].

In its annual diversity report, the Department of Intercollegiate Athletics (IA) must describe its efforts and to increase recruitment and retention of student-athletes, coaches and staff from historically underrepresented populations. They must also provide an assessment of such efforts. The IA report will be reviewed and evaluated by the EO/AA Office and the Diversity Advisory Council. The University’s annual diversity report will include an analysis of the relative accomplishments of all departments, including IA.

The UM University Athletic Committee (UAC) is appointed and overseen by the President of the University. UM’s NCAA Faculty Athletics Representative is an ex-officio voting member of the UAC. The UAC provides review and counsel for the intercollegiate athletic program. The committee makes recommendations for addressing potential issues and for enhancing efforts to increase diversity and promote a culture of acceptance within IA.

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.

Diversity is an important part of the extensive strategic planning efforts at The University of Montana (UM). The University’s strategic plans are published at its central “Planning-Assessment Continuum” website. The University’s Diversity Strategic Plan is published at this central planning site and can also be found on the Equal Opportunity and Affirmative Action web page.

Each semester, the UM President distributes a memo to the campus community, Intercollegiate Athletics included, espousing the benefits of diversity for the University and describing University diversity resources. The most recent diversity memo, dated January 2011, is published on the President’s home page. The Diversity Strategic Plan has also been distributed to the Director of Athletics. With regard to recruitment of coaches and senior administrators, the Director of Equal Opportunity and Affirmative Action regularly discusses the diversity goals and strategies with the search committees.

A broad statement of diversity is communicated through the Montana Creed: Statement of Ethical Principles, a statement of aspiration which provides:

“As members of The University of Montana community, we aspire to:

- Respect the dignity and rights of all persons.
- Practice honesty, trustworthiness, and academic integrity.
- Promote justice, learning, individual success, and service.
- Act as good stewards of institutional resources.
- Respect the natural environment.”

The Montana Creed is distributed to all new UM employees, including IA employees, on a card together with contact information for various campus resources related to diversity and is discussed at New Employee Orientation programs.

Every two years The University of Montana submits a diversity report, also called a diversity action plan to the Office of the Commissioner of Higher Education. The diversity report for 2009-2011 is published on the EO/AA and the Office of the Commissioner of Higher Education websites. In addition to communicating diversity goals, the diversity report also describes progress towards meeting diversity goals and general diversity information.

The Athletic Academic Services (AAS) program of the Department of Intercollegiate Athletics (IA) provides culturally appropriate assistance and academic counseling for student-athletes. The Coordinator of AAS arranges for or conducts periodic workshops and other diversity-related activities to promote understanding and acceptance among student-athletes and all members of the campus community. UM also has programs that provide support for Native American students and foreign students through the offices of American Indian Student Services and Foreign Student and Scholar Services, respectively. These programs, and their related services, are available to all UM students, student-athletes included.

All campus-wide communications to UM employees include those employed in IA. In addition, the institutional commitment to diversity is reiterated with all IA staff, including coaches, through the Grizzly Athletics Departmental Policy and Procedures manual. A commitment to diversity is reflected in the IA mission statement as well as the strategic goals (page 8). The manual, which is updated annually, specifically includes the University’s Equal Opportunity/Non-discrimination policy statement (Policy 406.4) and a description of UM’s discrimination grievance procedure. The manual is available in hard copy and electronically, and all employees receive annual e-mail communication discussing important sections and updates. Similarly, such policies are discussed annually in department orientations and team meetings.
Campus-wide communications to students similarly include all student-athletes. In addition, the student-athlete handbook, which is provided annually to all student-athletes (and to the coaching staff) and posted on the IA website, includes the institutional and departmental diversity goals. The student-athlete handbook is found on the IA web page. The handbook also contains a comprehensive statement supporting diversity and reminding student-athletes that discrimination, including discriminatory harassment, is not tolerated at the University (pp. 33-37). First-year athletes are introduced to the handbook during orientation and all student-athletes receive an updated handbook each year.

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

The University of Montana (UM) as a whole and IA individually devote resources and have policies and procedures in place to act both proactively and reactively to develop a welcoming and supportive environment for all members of the campus community including staff, coaches and student-athletes in IA.

The Office of Planning, Budgeting and Analysis (OPBA) prepares selected annual diversity data summaries which include data on the enrollment of minority students. This enrollment information is made available to the Athletic Director (AD) and Senior Associate Athletic Director (SAAD) for monitoring the diversity among student-athletes, compared to the overall student body. OPBA also works with the SAAD in reporting UM’s graduation success rates, overall and by team, to the NCAA. These reports provide useful comparison data to monitor student-athlete diversity.

The Office of Equal Opportunity and Affirmative Action (EO/AA) prepares annual affirmative action plans which contain data on minority employees in the Department of Intercollegiate Athletics (IA). Underrepresentation in a particular job group as reflected in the most recent affirmative action plan is communicated by the Recruitment Manager in the Department of Human Resource Services to search committees in an effort to correct such underrepresentation. The EO/AA also receives and addresses complaints of prohibited discrimination on behalf of all members of the campus community and individuals who participate in university programs and activities.

The SAAD monitors diversity issues in the department. She analyzes data on student-athletes and coaches, identifies concerns, and works with other individuals, departments and committees to implement strategies needed to address the concerns. Any such concerns are brought to the University Athletic Committee (UAC). The UAC is appointed and overseen by the President of the University. Its members include students, faculty, staff and administrators from across the campus. The committee provides review and counsel for the Intercollegiate Athletic Program. The UAC assures the budgeting, hiring, recruiting process, and activities, and services support equitable opportunity for all students and staff, including women and minorities. The committee also reviews and recommends corrections for problems that arise and ways to increase diversity and promote a culture of acceptance within IA.

The Minority Mentoring Program, established in 2007, evaluates and addresses issues faced by African-American student-athletes in particular. The program is directed by a Special Assistant to the Vice President for Student Affairs (SAVPSA), who assists students of African descent in areas of counseling, program development, community involvement, persistence and graduation. The SAVPSA meets with recruits of African descent and works closely with both the VPSA and the Athletic Director in areas of concern for African American student-athletes. Through participation on the UAC, the SAVPSA is also able to provide information directly to the committee about issues faced by African-American student-athletes. The SAVPSA also provides annual assessment reports to the Vice President for Student Affairs.

The IA Athletic Academic Services (AAS) program provides culturally appropriate assistance and academic counseling for student-athletes. It provides faculty with an online progress reporting system to assist IA in monitoring academic progress of student-athletes in their classes. The Coordinator of AAS (CAAS) monitors faculty reports of student-athletes’ grades and provides early interventions, as necessary such as referral resources, tutoring or counseling when a student-athlete is struggling with academics or any other aspect of student life. The CAAS coordinates periodic workshops and other activities to promote an understanding and
acceptance among student-athletes and all members of the campus community of a culture of respect for all individuals. The CAAS teaches a New Student-Athlete Seminar for first-year student-athletes. This seminar includes topics on various aspects of diversity. All student-athletes enrolled in the Seminar are released from class to attend the University’s Day of Dialogue held each year in late October. The Day of Dialogue is a University day-long symposium focused on civil discourse about issues of diversity.

The IA department conducts exit surveys twice during the academic year with student-athletes who have exhausted their eligibility. The surveys are anonymous and provide an opportunity to monitor diversity issues from the student-athlete perspective directly. The exit survey includes questions addressing the sensitivity of coaches to racial/ethnic minority issues, the support for the coaches among racial/ethnic minority student-athletes, and the overall environment for racial/ethnic minority student-athletes on campus. They are also asked whether they have witnessed any form of discrimination toward racial/ethnic minority student-athletes within IA and whether they have experienced any form of discrimination themselves at UM (and if so, to describe it). Finally, the instrument invites suggestions for improving the overall climate for racial/ethnic minority student-athletes at The University of Montana. A summary report is provided to the AD and to the SAAD, who presents the results to the UAC, for review and possible action, if warranted.

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.

The University of Montana (UM) Diversity website contains information about several diversity programs and activities, all of which are available to all campus employees and students, including those within the Department of Intercollegiate Athletics (IA). The Equal Opportunity/Affirmative Action website also includes information about diversity-related activities and equal opportunity resources.

Each October, the University hosts a day-long symposium called Day of Dialogue, which includes workshops, panel discussions, speakers, and other activities focused on exploring issues related to diversity. IA staff, coaches, and student-athletes are encouraged to attend. All student-athletes enrolled in the New Student-Athlete Seminar are released from class to attend. Over the years, a number of sessions have been selected for the symposium that address issues of diversity specifically for student-athletes.

The Coordinator of Athletic Academic Services coordinates speakers and workshops to address diversity issues and enhance understanding and acceptance among student-athletes of individuals from diverse racial and ethnic backgrounds, sexual orientations, and gender identities.

The Minority Mentoring Program, established in 2007, provides assistance and support for student-athletes of African descent. The program is directed by a Special Assistant to the Vice President for Student Affairs (SAVPSA), who assists students of African descent in areas of counseling, program development, community involvement, persistence and graduation. The SAVPSA meets with recruits of African descent and works closely with both the VPSA and the Athletic Director in areas of concern for African American student-athletes. Through participation on the University Athletic Committee, the SAVPSA exchanges information with that committee about issues faced by African American student-athletes. The SAVPSA also provides annual assessment reports to the VPSA. Recently the program assisted in reestablishing the Black Student Union, a student club recognized by the Associated Students of the University of Montana.

There are several Native American clubs, organizations, and programs to support the success of American Indian students, all of which are also available to UM student-athletes.

- American Indian Business Leaders (AIBL) http://www.aibl.org/
- Kyi-Yo Club– to unify and provide communication among Native American students http://www.umt.edu/kyiyo/
- Reznet Online News—Native American on-line news http://www.reznetnews.org/
• LISTEN- Native American Student group that hosts speakers and discussion sessions of interest to Native American students
• American Indian Student Services peer mentoring program http://life.umt.edu/AISS/AISS%20Program%20Services.php
• Native American Research Laboratory (NARL)- provides American Indian undergraduate students opportunities for research in basic science in culturally relevant cross-culture and cross-discipline environment http://www.umt.edu/narl/
• Native American Natural Resource Program- to provide Native American students in the College of Forestry and Conservation services and support to succeed in their undergraduate education http://www.cfc.umt.edu/NANRP/

Similarly, there are organizations and clubs to support underrepresented student groups:

• Alliance for Disability and Students of The University of Montana (ADSUM) http://www.umt.edu/adsum/
• Diversity Advisory Council http://www.umt.edu/committees/diversity.aspx
• Lambda Alliance http://www.umt.edu/lambda/
• Black Student Union
• Veteran’s Affairs Coordinator http://www.umt.edu/veterans/
• International Student Association. http://www.umt.edu/isa/
• A variety of other student clubs which are supported by the Associated Students of The University of Montana http://life.umt.edu/asum/student_groups/group_listing/default.php

UM has a number of administrative offices and individuals which provide support to University employees, including IA employees, as well as student-athletes:

• American Indian Student Services http://life.umt.edu/AISS/
• Disability Student Services http://life.umt.edu/dss/
• University Center Diversity Programming, which provides programs, exhibits and performances on a variety of diversity issues http://life.umt.edu/uc/ucsi/diversity/default.php
• Office of Equal Opportunity & Affirmative Action http://www.umt.edu/co/
• Foreign Student and Scholar Services http://life.umt.edu/fsss/
• TRIO Student Support Services, which provides services to first-generation college student, students from low-income families, and students with disabilities http://www.umt.edu/triosss/
• Upward Bound, which provides support, instructional and bridge services to select high school students who are from low-income families or whose parents do not have college degrees. http://www.umt.edu/ub/
• Dean of Students
• Curry Health Center http://life.umt.edu/curry/
• Residence Life Office http://life.umt.edu/rlo/

There are programs, resources and committees that support diversity for the campus community:

• Diversity Advisory Council http://www.umt.edu/committees/diversity.aspx
• ADA/504 Committee http://www.umt.edu/committees/americansdisabilities.aspx
• International Culture and Food Festival http://life.umt.edu/fsss/intlfest/default.php
• Martin Luther King Day Committee
• Day of Dialogue http://life.umt.edu/dod/
• Outfield Alliance – supports faculty, staff and graduate students who are members of the LGTBIQ community http://www.umt.edu/outfield-alliance/
• African American Studies Scholarship Fund
• UM Allies, which provides education to campus community and safe places for all individuals regardless of their sexual orientation or gender identity. http://life.umt.edu/diversity/umallies/

There are several academic programs and resources that enhance diversity:

• African-American Studies Program http://www.cas.umt.edu/aas/default.html
• Native American Studies Department http://www.cas.umt.edu/has/
• Asian Studies Program http://www.cas.umt.edu/casweb/programs/asian.cfm
• Bridges to Baccalaureate Program, which provides opportunities to students attending tribal colleges to participate in summer science activities in a university setting. http://bridges.dbs.umt.edu/
• Indian Law Clinic http://www.umt.edu/law/clinics/clinics.htm
• InPsych: Indian Psychology Program, a scholarship program for American Indian/Alaska Native students who are accepted into the Clinical Psychology Program http://psychweb.psy.umt.edu/inpsychwww/
• Latin American Studies Program http://www.cas.umt.edu/has/default.cfm
• Native American Center of Excellence in the Skaggs School of Pharmacy http://www.health.umt.edu/nacoe/default.php
• Women & Gender Studies Program http://www.cas.umt.edu/wsprog/
• Health Career Opportunity Program, which provides academic and support services for disadvantaged students who want to pursue a career in pharmacy, physical therapy, or other health sciences http://www.health.umt.edu/programs/hcop/
• Office of International Programs http://www.umt.edu/ip/
• School of Social Work http://www.health.umt.edu/schools/sw/default.php
• Department of Sociology http://www.umt.edu/sociology/

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.

The University of Montana (UM) Grizzly Athletics Departmental Policies & Procedures manual (p. 56) addresses one of the institutional “core values” to follow in the recruitment of student-athletes: “Insure the recruiting process is sincerely and effectively committed to cultural diversity.” The objectives listed to meet this core value are:

• Enrich in meaningful ways the educational, social and athletic experiences of student-athletes
• Enrich the cultural diversity of the entire UM campus and Missoula community

The UM Department of Intercollegiate Athletics (IA) publishes various written statements in support of recruiting for diversity. Search committees and other individuals involved with hiring coaches, staff and administrators are encouraged to consider ways to increase the recruitment and hiring of individuals who value diversity with special emphasis on recruiting individuals from historically underrepresented groups.

IA has used UM’s affirmative action hiring policy – Policy 401.1, Affirmative Action Plan Exceptions: Academic and Administrative Appointments – as a successful tool in hiring minority coaches. Under this policy, if there is an underrepresentation of women or minorities in the department, a qualified candidate from such a population may be identified. The candidate’s application is vetted through the normal processes before an appointment is made.

UM does not use outside firms to recruit coaches. The IA Senior Associate Athletic Director (SAAD) works closely with the Recruitment Manager in the UM Office of Human Resource Services (HRS) to recruit and hire coaches. UM places advertisements with the NCAA and posts them also at HigherEd.com. Advertisements have not typically been sent to historically black colleges and universities, black coaches associations, or other
locations targeted at historically underrepresented populations. However, beginning in December 2010, UM now includes coaching advertisements with NCAA News online, the National Association of Collegiate Women Athletics Administration (NACWAA) website, Black Coaches Association website, HigherEdJobs.com and on the UM HRS website.

IA staff, other than coaches, are recruited and hired through HRS established processes. Position vacancies are posted on the HRS public website and advertised in the local newspaper in the weekly “HOT JOBS” Sunday edition. Administrative and contract professional positions are advertised nationally at HigherEdJobs.com, are also occasionally posted on regional or national listservs appropriate to the position, and advertised at similarly appropriate conferences and events.

The student-athlete recruitment method varies from coach to coach. There is no uniform strategy for attracting student-athletes from underrepresented backgrounds. Some coaches use current student athletes from underrepresented groups to help with recruiting. Through the Minority Mentoring Program, the Special Assistant to the Vice President for Student Affairs meets with recruits of African-American descent when they are visiting campus. Some coaches also utilize the Coordinator of Athletic Academic Services to speak with recruits and their parents about support programs and resources at UM for student-athletes from underrepresented populations.

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 athletics department’s hiring practices. Note: this assessment and comparison must occur at least once every five years.

The University of Montana (UM) Department of Intercollegiate Athletics (IA) hiring practices do not differ significantly from the institutional hiring practices and procedures. UM is an affirmative action employer and the principles of non-discrimination, as well as affirmative action, apply to IA as well as to the entire University.

The process for hiring coaches, administrators, and selected contract professionals includes the following steps:

1. IA submits to the Office of Human Resources Services (HRS) Recruitment Manager a recruitment plan describing the position, identifying members of the search committee, and identifying how the position will be advertised;

2. HRS reviews and approves the plan and adds to the plan as necessary to ensure that advertisements are placed to attract individuals from underrepresented populations;

3. HRS reviews and approves the position announcement and also the screening tools and interview questions;

4. The Equal Opportunity/Affirmative Action Director (EO/AA) and the HRS Recruitment Manager meet with the search committee to discuss the recruitment process and provide equal opportunity guidelines and best practices information;

5. The search committee provides written justifications to HRS at every stage of the process where individuals are selected to move forward or not in the process, including a justification for the final hiring decision.

For the three head coaches who carry multi-year contracts (football and men’s and women’s basketball), however, EO/AA oversees the searches. The same process is followed, except instead of the HRS Recruitment Manager overseeing the steps, EO/AA reviews the advertisements, screening criteria, interview questions and justifications.
The University’s affirmative action hiring policy – Policy 401.1, Affirmative Action Plan Exceptions: Academic and Administrative Appointments – has served as a successful tool to hire minority coaches. Under this policy, if there is an underrepresentation of women or minorities in the department, a qualified candidate from such a population may be identified. The candidate’s application is vetted through the normal processes before an appointment is made.

Classified staff recruitment is also overseen by HRS. HRS ensures equal opportunity policies are followed. Search committees are not required for classified staff hires. Normally, only local searches are conducted for IA staff recruitments. The process for a staff recruitment is described on the HRS website, staff recruitment link.

IA works closely with HRS Recruitment Manager thus ensuring that IA hiring practices are consistent with those of the larger campus. The University continually monitors hiring practices in every department through analysis of affirmative action data. The date of the last comprehensive analysis by way of a published affirmative action plan was 2007. The affirmative action plan format is currently being revised and it is anticipated that the next comprehensive plan will be published by the end of August 2011. This is the mechanism by which IA and the campus as a whole compare hiring practices based on the affirmative action data. The affirmative action plan together with the University’s annual diversity report will provide a comprehensive assessment of the institution’s and IA’s hiring practices.

10. Describe institutional and department of athletics polices 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.

Neither The University of Montana (UM) as a whole, nor the Department of Intercollegiate Athletics (IA), has any policies related to the use of outside search firms. IA does not use outside search firms. There are three truncated or expedited hiring processes at UM:

(1) Affirmative Action Plan Exceptions: Academic and Administrative Appointments, Policy 401.1. Under this hiring policy, if there is an underrepresentation of women or minorities in the department, a qualified candidate from such a population is identified. The candidate’s application is vetted through the normal processes before an appointment is made.

(2) Recruitment exception procedure Policy 401.5.1, Recruitment- Administrative, Academic, and Professional Employees. This procedure involves making a request to the Director of Equal Opportunity and Affirmative Action. Exceptions to a national search are limited and granted only in exceptional circumstances when a national recruitment is not feasible due to practical considerations. Normally, exceptions are granted only for employment lasting less than one year.

(3) Spousal and Partner Accommodation, Policy 404.7. This policy describes the University’s efforts to help find suitable employment for a candidate’s partner or spouse.

The most significant change in the high-profile hiring actions since the Cycle 2 Self-Study for the head football and basketball coaches is the use of search committees. Previously, the hiring of head coaches was done by the Athletic Director. Using search committees is in line with the University’s hiring practices. The search committee for the last head football coach hire included the Senior Associate Athletic Director, a community member, the NCAA Faculty Athletic Representative, a student-athlete, and staff members from the athletic department.
11. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

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

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 facility managers, even if the position is not funded by or does not report to the department of athletics);

c. Full- and part-time head coaches;

d. Full- and part-time assistant coaches (including graduate assistant and volunteer coaches);

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

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

   a. For the past three years there have been only two senior administrative staff in the Department of Intercollegiate Athletics (IA) – the Athletic Director and the Senior Associate Athletic Director, both of whom are White non-Hispanic.

   b. The professional staff is predominately White. For the past three academic years, almost all the professional staff (27 - 29) have self-reported as White non-Hispanic. IA had one self-reported Hispanic and, in Fall 2008 and 2009, one self-reported American Indian/Alaska Native.

   c. Head coaches, seven to nine each year, that self-reported have also been White; one did not report each year (Other). All of the part-time head coaches have reported as White.

   d. Among sixteen full-time assistant coaches in Fall 2007, thirteen (81 percent) reported as White, one reported as Asian/Pacific Islander, and two as Black: one did not report (Other). In Fall 2008, of the nineteen assistant coaches, seventeen (89 percent) reported as White; only one reported Black, and two did not report. Finally, in Fall 2009, of the twenty-one total, fourteen (67 percent) reported as White; one reported as Pacific Islander, two reported Black, and four did not report. In all three years, the part-time assistant coaches who reported were all White non-Hispanic.

   e. There is no strictly faculty-based athletics board or committee. The NCAA Faculty Athletics Representative is White non-Hispanic.

   f. The University Athletic Committee, a broad-based campus group appointed and overseen by the President to provide review and counsel for the Intercollegiate Athletics program, has nineteen members, most of whom are White non-Hispanic. The Committee has one Black and one Hispanic member at present.

Because recruitment of coaches is conducted at a national level, the “occupational availability” data used for analysis are derived from the national decennial census; the 2000 national census is the most current. The 2000 EEO census data reflect the percentages of minorities with the requisite skills and abilities for the job group of “Coach.” Conducting an availability analysis for coaches employed at UM in the Fall 2009, based on the national 2000 census data, suggests deficiencies in the Hispanic and Other Minority categories. Such analysis does not reveal deficiencies in the Black, Asian/Pacific Islander, and American Indian/Alaska Native categories.
Deficiencies are determined using the “80 percent rule.” Under this rule, as applied to a specific job group (in this case, coaches), a particular race/ethnicity group is considered underutilized by an institution (UM) if its employee count in that race/ethnic group, as a percentage of the total employed in that job group, falls below the target, expressed as 80 percent of the national percentage of total.

Specifically, and to illustrate – in Fall 2009, Black coaches represented about 8 percent of the national population of individuals categorized (by EEO code) as coaches, based on the 2000 census data. Under the 80 percent rule, UM would be considered deficient if it had less than a target of 6 percent (i.e., 80 percent of 8 percent) for Black coaches. In Fall 2009, coaching hires brought UM to 6 percent Black incumbents, thus meeting the target. Similarly, UM had no deficiency for Asian/Pacific Islanders – the target was 2 percent, and UM was at 3 percent incumbency.

UM was, however, deficient for Hispanic and American Indian/Alaska Native coaches. For Hispanic coaches, the target was roughly 5 percent, but UM had none. UM also had no American Indian/Alaska Native coaches (with a target of roughly 1 percent).

Three percent of the coaches did not self-report (classified as Other).

Using the same analysis for the two preceding years, Fall 2007 and 2008, there were deficiencies in the Hispanic and American Indian/Alaska Native categories as well.

Please see attached Appendix for the Racial or Ethnic Composition of Personnel chart for the years 2007 - 2009.

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.

It might be helpful to consider the UM data below in the context of the racial/ethnic demographics of the state of Montana. According to the 2009 US Census Bureau state population estimates, 88 percent of the resident population is White, about 2 percent reported two or more races, and the rest (10 percent) self-reported as ethnic minorities.

Analysis of minority representation among student-athletes and the general student population at The University of Montana (UM) for the past three academic years (2007-08, 2008-09, and 2009-10) indicates, generally, patterns of underrepresentation among American Indians/Alaska Natives and Asians/Pacific Islanders. The analysis also reveals relative equity or overrepresentation, by comparison, among student-athletes self-reporting as Black, Hispanic, or Nonresident Aliens (international).

Specifically, in 2009-10, about 8 percent of the student-athletes self-reported as Black, compared to 1 percent in the general student population. Three percent of student-athletes self-reported as Hispanic, compared to 2 percent in the general student population. Seven percent of the student-athletes self-reported as Nonresident Aliens compared to 2 percent in the general student population.

On the other hand, only 2 percent of the student-athletes self-reported as American Indian/Alaska Native, compared with 4 percent in the general student population. One percent of student-athletes self-reported as Asian/Pacific Islander, compared with 2 percent among the general student population. Also, 1 percent of student-athletes did not reported (Other), compared with 7 percent among the general student population.

The patterns were essentially the same for the two preceding academic years, with even roughly the same percentage-point differences between the student-athletes and the general student population represented in each race/ethnic minority group.

The areas in which the Department of Athletics could improve the most is in the recruitment and retention of American Indian/Alaska Native and Hispanic student-athletes.
Please see attached Appendix for the Racial or Ethnic Composition of All Students chart for the academic years 2008-2010.

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

The student-athlete data presented here are for student-athletes who received athletic aid at The University of Montana (UM) in the past three academic years: 2007-08, 2008-09, and 2009-10. It is worth noting that because the state is predominantly White (at least 88 percent) and the UM student population is predominantly White (at least 80 percent), it should not be unexpected that a majority of student-athletes are White and, similarly, that most of the UM sport groups report a majority White student-athletes. Further, because such race/ethnicity representation is reported or analyzed in percentages, and many of the UM sports or sports groups have comparatively small numbers of participants, any changes in representation from year-to-year can result in sizable percentage changes that are misleading.

UM has teams in seven of the eight NCAA sport groups identified in the NCAA Federal Graduation Rates report: football, men’s basketball, women’s basketball, men’s track/cross-country, women’s track/cross-country, men’s other sports (tennis), and women’s other sports (golf, soccer, tennis, and volleyball). UM does not have NCAA baseball.

In all of these sports and groups, but one, the vast majority of student-athletes has been White – from as low as 53 percent to 100 percent. The one exception has been men’s other sports, which in this case is just men’s tennis, with only 6 to 8 team members and all or most being Nonresident Alien (international) student-athletes (88 to 100 percent).

Among all the sport groups, football and men’s basketball have reported the most Black student-athlete representation during this period, and in each case the Black team members have also been the largest minority representation in those sports. Football has averaged about 78 players per year, with about 14 to 16 percent Black. Men’s basketball, albeit with considerably fewer team members (about 12 each year), has had the largest proportion of Black players (from 17 to 35 percent).

Over the three-year period, women’s basketball, averaging 16 participants per year, has included a few American Indian participants (20 percent and 12 percent in 2008 and 2009, respectively), a couple Black team members (about 12 percent in 2009 and 2010), and an Hispanic team member (roughly 7 percent in 2008 and 2009).

The other women’s sports groups – women’s track/cross-country and women’s other – have been predominantly White. The women’s other group (which includes golf, soccer, tennis, and volleyball) averaged about 53 participants annually, in total, and included a few Hispanic participants (4 to 6 percent) and a few Nonresident Alien participants (9 to 14 percent).

Please see attached Appendix for the Racial or Ethnic Composition of Student-Athletes by Sport Group for the years 2008 - 2010.

14. Using the program areas for diversity issues:

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.

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:

1. 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 in respect to diversity issues.

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

3. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes, coaches, and department of athletics 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

4. 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.

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 this program area (ASSESSMENT).** This study must be conducted as part of the self-study process.

**Response:**

The NCAA Certification Self-Study Diversity Issues (Operating Principle 3.2) subcommittee for The University of Montana (UM) gathered institutional and Department of Intercollegiate Athletics (IA) information through extensive interviews with UM and IA personnel and groups and extensive review of published and unpublished information about the processes and procedures related to assessment. The subcommittee analyzed the information to determine what IA was doing to measure the effectiveness of its diversity efforts in the area of assessment.

b. **Provide data demonstrating the institution’s status and commitment across this program area (ASSESSMENT).**

**Response:**

IA is partially compliant in the assessment area – it collects data appropriate for assessment, but has not used the data to evaluate its activities against the objectives set forth in the University’s and IA’s written diversity statements. There has not been a focused assessment of the campus climate using any of the four diversity program areas.

**Coaches and Other Staff**

Data are collected on the racial and ethnic diversity of coaches and other staff. For the past three years there have been only two senior administrative IA staff; both are White non-Hispanic. The professional staff has also been predominantly White non-Hispanic: over the past three years, among the roughly 36 each year, all but one or two have been White non-Hispanic.

Among the full-time head coaches (averaging 7 each year), all but one have been White non-Hispanic; one did not self-report. There was diversity among the part-time head coaches; all were White non-Hispanic.

For full-time assistant coaches, most again were White non-Hispanic (from 67 percent to 85 percent), with few self-reporting as minorities (and some not reporting). In Fall 2007, out of 17 total, only three minorities self-reported. In 2008, out of 20, one self-reported (and two did not report). Finally, in 2009, out of 21, three self reported as minorities. As was the case with the part head coaches, in all three years, the part-time assistants all reported as White non-Hispanic.

Because recruitment of coaches is conducted at a national level, the “occupational availability” data used for analysis are derived from the national decennial census; the 2000 national census is the most current. The 2000 EEO census data reflect the percentage of minorities with the requisite skills and abilities for the job group of “Coach.” An availability analysis for coaches employed at UM in the Fall 2009, based on the national 2000 census data, suggests deficiency in the Hispanic category. Such analysis does not reveal
Deficiencies in Black, Asian/Pacific Islander, and American Indian/Alaska Native representation.

Deficiencies are determined using the “80 percent rule.” Under this rule, as applied to a specific job group (in this case, coaches), a particular race/ethnicity group is considered underutilized by an institution (UM) if its employee count in that race/ethnic group, as a percentage of the total employed in that job group, falls below the target, expressed as 80 percent of the national percentage of total.

Specifically, and to illustrate – in Fall 2009, Black coaches represented about 8 percent of the national population of individuals categorized (by EEO code) as coaches, according to the 2000 census data. Using the 80 percent rule, UM would be considered deficient if it had less than the target of 6 percent (i.e., 80 percent of 8 percent) for Black coaches. In Fall 2009, coaching hires brought UM to 6 percent Black incumbents, thus meeting the target. Similarly, UM had no deficiency for Asian/Pacific Islanders – the target was 2 percent, and UM was at 3 percent incumbency.

UM was, however, deficient for Hispanic and American Indian/Alaska Native coaches. For Hispanic coaches, the target was roughly 5 percent, but UM had no Hispanic coaches. UM also had no American Indian/Alaska Native coaches (with a target of roughly 1 percent).

Using the same analysis for the two preceding years, Fall 2007 and 2008, there were deficiencies in the Hispanic and American Indian/Alaska Native categories as well.

Please see attached Appendix for the Racial or Ethnic Composition of Personnel chart for the years 2007 - 2009.

Student-Athletes

IA regularly compiles and reports data on the number of student-athletes who self-report in specific racial and ethnic categories.

Analysis of such data and the patterns of minority representation among student-athletes and the general student population indicates, generally, patterns of underrepresentation among American Indians/Alaska Natives and Asians/Pacific Islanders. The analysis also reveals relatively equal or overrepresentation, by comparison, among student-athletes self-reporting as Black, Hispanic, or Nonresident Aliens (international).

Specifically, in 2009-10, about 8 percent of the student-athletes self-reported as Black, compared to 1 percent in the general student population. Three percent of student-athletes self-reported as Hispanic, compared to 2 percent in the general student population. Seven percent of the student-athletes self-reported as Nonresident Aliens compared to 2 percent in the general student population.

On the other hand, only 2 percent of the student-athletes self-reported as American Indian/Alaska Native, compared with 4 percent in the general student population. One percent of student-athletes self reported as Asian/Pacific Islander, compared with 2 percent among the general student population.

The patterns were essentially the same for the two preceding academic years, with even roughly the same percentage-point differences between the student-athletes and the general student population represented in each race/ethnic minority group.

IA has also gathers qualitative data to assess the diversity climate for student-athletes. The department conducts exit surveys with student-athletes each semester, a component of which specifically solicits information and assessment about whether the institutional climate for student-athletes is supportive of minorities. Action is taken based on information learned in the exit surveys only on an as-needed basis. The data are not compiled or reviewed in a programmatic manner for further action. The Director of the Minority Mentoring Program submits annual reports to the Vice President for Student Affairs regarding the progress in
that program. Similarly, although specific information of concern is addressed, there is no programmatic mechanism in place to analyze the data and translate it into behavioral outcomes.

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

Response:

It is worth noting that because the state is predominantly White (at least 88 percent) and the UM student population is predominantly White (at least 80 percent), it should not be unexpected that a majority of student-athletes are White, as are most UM employees. Further, because such race/ethnicity representation is reported in percentages, and many of the employee and the race/ethnicity groups have comparatively small numbers of participants, any changes in representation from year-to-year can result in percentage changes that may be sizable but also misleading.

Nevertheless, it is of concern to the institution and the department that there is not more racial or ethnic diversity amongst all the staff (coaches included). Because the number of IA employees from White non-Hispanic racial and ethnic backgrounds is so small, analysis of retention is best done on a case-by-case basis. The Office of Equal Opportunity and Affirmative Action (EO/AA) provides information about discrimination grievance policies and procedures as well as diversity-related resources and activities at all New Employee Orientation sessions. New employees from IA are expected to attend such sessions. The policies, procedures and activities are also published on various websites including that of EO/AA. Due to confidentiality considerations, the EO/AA office does not provide data on the number of complaints it receives or from which area of the University complaints are received. If a specific concern arose indicating that the needs of employees from racial and ethnic minority groups in IA were not being met, EO/AA would take action to address the concern.

Similar to the above analysis discussion regarding IA employees, the numbers of student-athletes from minority racial and ethnic backgrounds are also relatively small. Thus, any analysis would be case-specific rather than subject to an analysis of statistical trends. For the past three years, the numbers of student-athletes who self-reported as American Indian/Alaska Native, Asian/Pacific Islander or Hispanic in each year ranged from one to six. There were 16 Black student-athletes in 2008 and 2009 and 19 in 2010.

There are programs in place to meet the needs of diverse student-athletes. The comparatively large number of Black student-athletes among those of diverse race/ethnicity suggests that one of the more successful programs has been the Minority Mentoring Program, which provides assistance and support specifically for student-athletes of African descent. The program director is also a Special Assistant to the Vice President for Student Affairs (SAVPSA) and assists students of African descent in areas of counseling, program development, community involvement, persistence and graduation. He meets with recruits of African descent and works closely with both the VPSA and the Athletic Director in areas of concern for African American student-athletes. Through participation on the University Athletic Committee, the SAVPSA also directly provides information about issues faced by African American student-athletes. The SAVPSA provides annual reports to the VPSA, enabling assessment of the progress of the program. Recently the program...
assisted in reestablishing the Black Student Union, open to all UM students of African descent, not just student-athletes. The program also holds weekly meetings where student-athletes may discuss issues of concern they may be facing as minorities at the University.

Another successful effort to meet the needs of minority student-athletes is through the Coordinator of Athletic Academic Services (CAAS). The CAAS provides culturally appropriate assistance and academic counseling for student-athletes. This individual monitors student-athletes’ grades and as soon as there are indications of a student-athlete falling behind, she initiates communications with the student-athlete, coach and professor to identify and resolve the problem. She finds appropriate assistance, such as tutoring or counseling when a student-athlete is struggling with academics or any other aspect of student life. She coordinates workshops and activities to promote an understanding and acceptance among student-athletes and all members of the campus community of a culture of respect for all individuals regardless of their race, religion, ethnic background, sexual orientation, gender identity, disability, political beliefs and other aspects of diversity at the University. She teaches Life Skills classes for first-year student-athletes which includes information about diversity. All student-athletes enrolled in the Life Skills classes are released from class to attend the University’s Day of Dialogue each year in late October. **Day of Dialogue** is a University day-long symposium focused on civil discourse about issues of diversity.

UM also has programs that provide support, and mentoring, for Native American students and foreign students through the offices of **American Indian Student Services** and **Foreign Student and Scholar Services**, respectively. These programs, and their related services, are available to all UM students, student-athletes included.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses this program area (ASSESSMENT), including any deficiencies identified in the institution's narrative response as listed in item (c) above.

*Response:*

IA is not compliant in this area. IA does not have a written, stand-alone plan for diversity issues to address assessment. The diversity plan will need to create a mechanism by which the data discussed above are analyzed and translated into actions to correct deficiencies. The data collection mechanisms are largely in place.

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 underrepresented groups, including professional development opportunities (e.g., mentoring programs), compensation, duration of contracts, conditions relating to contract renewal.
a. Describe how the institution has ensured a complete study of this program area (RETENTION). This study must be conducted as part of the self-study process.

Response:

The NCAA Certification Self-Study Diversity Issues (Operating Principle 3.2) subcommittee for The University of Montana (UM) gathered institutional and Department of Intercollegiate Athletics (IA) information through extensive interviews with UM and IA personnel and related groups and through extensive review of published and unpublished information about the processes and procedures related to retention of IA staff, including coaches, and student-athletes, with particular attention to professional development opportunities, compensation, and contract duration and renewal. The subcommittee analyzed the information to determine what IA was doing to measure the effectiveness of its diversity efforts on retention.

b. Provide data demonstrating the institution’s status and commitment across this program area (RETENTION).

Response:

Coaches and Staff

Annual data are collected on the racial and ethnic diversity of the coaches and all other staff. However, other than noting significant changes from year to year in the number of coaches and staff from underrepresented racial and ethnic groups, data are not collected on the promotion of staff (coaches included) from underrepresented groups as distinguished from other staff and coaches. Because the number of employees in IA from White non-Hispanic racial and ethnic backgrounds is so small, analysis of retention is undertaken, but in an informal and more case-specific manner than by data compilation and traditional statistical analysis. Compensation reviews are conducted annually by the Director of Athletics and the Senior Associate Athletic Director, using salary data compiled and provided by the Big Sky Conference, to ensure that salaries of all coaches are relatively consistent within the Big Sky Conference. Pursuant to policy of the Montana Board of Regents, the head coaches for football and men’s and women’s basketball are eligible for, and currently have, multi-year contracts, while all other coaches and most contract administrators and professionals have one-year contracts.

Classified staff salary analyses are done at the institutional level by the Office of Human Resource Services.

Student-Athletes

IA regularly compiles and reports data on the number of student-athletes who self-report in specific racial and ethnic categories (as discussed previously relative to assessment). Analysis of such data and the patterns of minority representation among student-athletes and the general student population indicates, generally, patterns of underrepresentation among American Indians/Alaska Natives and Asians/Pacific Islanders. The analysis also reveals relatively equal or overrepresentation, by comparison, among student-athletes self-reporting as Black, Hispanic, or Nonresident Aliens (international).
IA has also gathered qualitative data to assess the diversity climate for student-athletes. The department conducts exit surveys with student-athletes each semester, a component of which specifically solicits information about and their assessment of whether the institutional climate for student-athletes is supportive of minorities. The Senior Associate Athletic Director reviews the data and information, generally with an eye for further internal programming that might impact retention of student-athletes, but action is more likely taken on an as-needed basis after review and consultation with the University Athletics Committee, a broad-based campus committee charged with providing review and counsel to intercollegiate athletics.

The Director of the Minority Mentoring Program submits annual reports to the Vice President for Student Affairs regarding the progress in that program. Similarly, although specific information of concern is addressed, there is no programmatic mechanism in place to analyze the data and translate it into behavioral outcomes.

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

Response:

Student-Athletes

It appears that the needs of student-athletes from diverse backgrounds are being met once they are here at UM. The experience of the past three years does not indicate any significant problem with retention of student-athletes. For the past three years, the data indicate that 5, 6, and 4 (respectively) student-athletes self-reported as American Indians/Alaska Natives. The number of self-reporting Black student-athletes was 16, 16, and 19. For the self-reporting Asian/Pacific Islanders, the counts were 1, 1, and 3 respectively; and the number of self-reporting Hispanic student-athletes was 4, 4, and 6. Because the numbers of student-athletes from minority racial and ethnic backgrounds are relatively small, any problems are more likely to be case-specific rather than appropriate for an analysis of statistical trends.

There are programs in place to meet the needs of diverse student-athletes. One of the more successful programs has been the Minority Mentoring Program, as evidenced by the comparatively larger number of Black student-athletes at UM, compared to other diverse groups. The Minority Mentoring Program provides assistance and support for student-athletes from African descent. The program consists of a Special Assistant to the Vice President for Student Affairs (SAVPSA). The SAVPSA assists students of African descent in areas of counseling, program development, community involvement, persistence and graduation. The SAVPSA meets with recruits of African descent and works closely with both the VPSA and the Athletic Director in areas of concern for African American student-athletes. Through participation on the University Athletic Committee, the SAVPSA exchanges information with that committee about issues faced by African American student-athletes. The SAVPSA provides annual reports to the VPSA so that progress of the program can be assessed. Recently the program assisted in reestablishing the Black Student Union. The program also holds weekly meetings where student-athletes may discuss issues of concern they may be facing.
as minorities at the University.

For student-athletes, the Coordinator, Athletic Academic Services (CAAS) together with the Senior Associate Athletic Director monitor and assess the retention of student-athletes through individual contact and through analysis of enrollment data and close monitoring of grades for each student-athlete on an ongoing basis. The grade monitoring for student-athletes is facilitated by an online reporting system for faculty, which enables the CAAS and IA Academic Advisor to get the information they need for early intervention, if necessary, and referral to appropriate academic and other resources.

Another successful effort to meet the needs of minority student-athletes is through the Coordinator for Athletic Academic Services (CAAS). The CAAS provides culturally appropriate assistance and academic counseling for student-athletes. This individual monitors student-athletes’ grades and as soon as there are indications of a student-athlete falling behind academically, she will initiate communications with the student-athlete, coach and professor to identify and resolve the problem. She finds appropriate assistance, such as tutoring or counseling when a student-athlete is struggling with academics or any other aspect of student life. She coordinates workshops and activities as needed to promote an understanding and acceptance among student-athletes and all members of the campus community of a culture of respect for all individuals regardless of their race, religion, ethnic background, sexual orientation, gender identity, disability, political beliefs and other aspects of diversity at the University. She teaches Life Skills classes for freshman student-athletes which includes information about diversity. All student-athletes enrolled in the Life Skills classes are released from class to attend the University’s Day of Dialogue each year in late October, a day-long symposium focused on civil discourse about issues of diversity.

UM also has programs that provide support, and mentoring, for Native American students and foreign students through the offices of American Indian Student Services and Foreign Student and Scholar Services, respectively. These programs, and their related services, are available to all UM students, student-athletes included.

**Coaches and Other Staff**

There is no specific program in place targeted to meet specific needs of coaches and staff from diverse racial and ethnic backgrounds. As stated previously, it does not appear from the data that there is a problem with retaining the minority staff and coaches who are successfully recruited and hired.

The Athletic Director and the Senior Associate Athletic Director conduct annual compensation reviews, using salary data compiled and provided by the Big Sky Conference, to ensure that salaries of all coaches are relatively consistent within the Big Sky Conference. They also monitor contract renewals to ensure that they are done in a nondiscriminatory manner. The University’s Discrimination Grievance Procedure (Policy Number 407.1) is available to any coach or other employee who believes that they have been subjected to prohibited discrimination.

d. **Explain how the institution's written, stand-alone plan for diversity issues addresses this program area, including any deficiencies identified in the institution's narrative response as listed in item (c) above.**
Response:

IA is not compliant in this area. IA does not have a written, stand-alone plan for diversity issues to address retention. The diversity plan will need to create a mechanism for collecting and analyzing retention data and linking it to programs and activities that address retention.

3. Partnerships. Collaboration and integration between athletics department 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 this program area. This study must be conducted as part of the self-study process.

Response:

The NCAA Certification Self-Study Diversity Issues (Operating Principle 3.2) subcommittee for The University of Montana (UM) gathered institutional and Department of Intercollegiate Athletics (IA) information through extensive interviews with UM and IA personnel and relevant groups and extensive review of published and unpublished information about the processes and procedures related to internal and external partnerships to enhance diversity. The subcommittee analyzed the information to determine what IA was doing to measure the effectiveness of its diversity partnership efforts.

b. Provide data demonstrating the institution’s status and commitment across this program area.

Response:

There are no quantitative data to assess the benefit of collaboration and integration between IA and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.

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

Response:

IA collaborates with other institutional units and external organizations to enhance diversity efforts. One example of a community collaboration is UM’s Griz in the Community. This program enables student-athletes to have a holistic college experience by giving back to the surrounding community, speaking to local
school children, and serving as role models in the area. Other examples of collaboration across the campus community include participating in the activities, events, and resources offered by American Indian Student Services, the Foreign Student and Scholar Services, and the campus-wide Day of Dialogue.

The IA department receives counsel from the University Athletic Committee (UAC) on a significant number of issues, not the least of which is diversity. The UAC is one of the major partnerships of the department. It is a broad-based campus committee, appointed and overseen by the University President, and specifically charged with providing review and counsel to the intercollegiate athletics program. It maintains a standing agenda that includes a number of issues/matters for annual or more frequent review and requires specific reporting on such matters. The UAC includes among its members UM’s NCAA Faculty Athletics Representative, the Director of the Minority Mentoring Coordinator, and a member of the UM Diversity Advisory Council.

The New Student-Athlete Seminar offered for first-year student-athletes includes components intended to enhance the abilities of student-athletes from all backgrounds to succeed. Also, IA periodically invites speakers to department meetings to discuss issues of equal opportunity and workplace sensitivity.

The “Griz in the Community” program has been ongoing since spring 2008. Student-athletes from every team have made over 200 volunteer appearances since then, including the following past volunteer events:

- UM's Student Assault Resource Center’s “Walk a Mile in Her Shoes” – the Men’s Basketball and Football teams participated in this event annually in March to raise awareness to stop rape, sexual assault, and gender violence.
- Russell Elementary School’s “Bike Walk Bus Week Rally” – The Soccer team volunteered to promote healthy transportation in Missoula and interacted with the elementary students in April 2008 and 2009.
- The 2008-09 Student-Athletic Advisory Committee organized a book drive for all student-athletes to take part in, during men’s and women’s home basketball games in February 2009, to help collect and donate books to local schools. Student-athletes delivered the books and read to children during March to complete the project.
- Missoula’s Habitat for Humanity - The Volleyball and Golf teams partnered with Habitat for Humanity during the Fall 2008 semester by assisting with home building projects for local families.

The opportunities for student-athletes to serve as leaders in the community through the “Griz in the Community” program serves to provide leadership opportunities for all student-athletes including those from underrepresented backgrounds. When students from underrepresented backgrounds are able to go into K-12 schools and discuss their “stories” it enhances their leadership skills and provides them with important community outreach experience.

The Minority Mentoring Program is a collaboration effort with the Vice President for Student Affairs. The program provides focused support to student-athletes of African descent.

The Coordinator of Academic Support Services identifies particular needs of student-athletes from diverse cultural and racial backgrounds. As necessary she connects such student-athletes with the Multi-Cultural Advisor in the Undergraduate Advising Center as well as with other programs on campus that meet the needs of the student-athlete. Other campus programs available to student-athletes include:

- Office of International Programs
- UM Allies—provides education to campus community and safe places for all individuals regardless of their sexual orientation or gender identity.
- American Indian Student Services
d. Explain how the institution's written, stand-alone plan for diversity issues addresses this program area, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

Response:

IA is not compliant in this area. IA does not have a written, stand-alone plan for diversity issues to address partnerships. The diversity plan will need to create a mechanism for collecting and analyzing information about partnerships in relation to enhancing diversity.

4. Participation in governance and decision making. Involvement of department of athletics staff, coaches and student-athletes from under-represented 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 this program area. This study must be conducted as part of the self-study process;

Response:

The NCAA Certification Self-Study Diversity Issues (Operating Principle 3.2) subcommittee for The University of Montana (UM) gathered institutional and Department of Intercollegiate Athletics (IA) information through extensive interviews with UM and IA personnel and relevant committees and extensive review of published and unpublished information about the processes and procedures related to participation
in governance and decision making. The subcommittee analyzed the information to determine what IA was doing to measure the effectiveness of its diversity efforts in such participation.

b. Provide data demonstrating the institution’s status and commitment across this program area.

Response:

The department does not obtain and maintain data on the race/ethnicity backgrounds of employees and student-athletes who participate in governance and decision-making processes. Efforts are made by the Director of Athletics and the Senior Associate Athletic Director to ensure that every member of the professional, classified and coaching staff and the student-athlete population has equal opportunities to participate in governance and leadership opportunities.

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

Response:

The University of Montana (UM) follows a shared governance model, through which major decisions and actions of the University are generally made with the input of faculty, staff and students. This approach extends to Intercollegiate Athletics (IA).

A classified staff member from the IA department serves on the University Staff Senate. The University Athletic Committee, which is charged with providing review and counsel for the Intercollegiate Athletics program, includes five faculty representatives, two student representatives, and one student-athlete representative from the Student Athletic Advisory Committee.

It is also standard practice for student-athletes from that committee to participate on department search committees as well as in other aspects of departmental governance. If an individual feels that equal opportunities for participation have not been made available, s/he may seek a remedy through the Equal Opportunity/Affirmative Action office.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses this program area including any deficiencies identified in the institution's narrative response as listed in item (c) above.

Response:

IA is not compliant in this area. IA does not have a written, stand-alone plan for diversity issues to address participation in governance and decision making. The diversity plan will need to create a mechanism for collecting and analyzing information about opportunities to participate in governance and decision making in relation to enhancing diversity.
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. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Issues in the Self-Study</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals or Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
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<tbody>
<tr>
<td>Commitment and organization of institution and athletics department</td>
<td>The University of Montana (UM) Department of Intercollegiate Athletics (IA) lacks a diversity statement in its five-year strategic plan.</td>
<td>Establish a diversity plan for IA.</td>
<td>Develop a diversity statement for the IA department. Include statement in the strategic plan. Disseminate revised plan.</td>
<td>Director of Athletics</td>
<td>Spring 2011</td>
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<tr>
<td>Assessment</td>
<td>UM IA department does not have an assessment mechanism to effectively use diversity data that are collected.</td>
<td>Create a mechanism to monitor IA’s commitment to diversity.</td>
<td>Annually analyze and report diversity data. Compile and analyze data from exit surveys.</td>
<td>Athletic Director, Senior Associate Athletic Director, and EO/AA Director</td>
<td>Spring 2011, and ongoing each year</td>
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<td>Recruitment</td>
<td>UM IA department lacks specific initiatives to recruit minority coaches, administrators, other staff, and student-athletes</td>
<td>Determine, annually, where IA department has underrepresentation of minorities within individual personnel groups -- student-athletes, coaches, administrators, and other staff. Identify strategies to address such underrepresentation.</td>
<td>Report diversity data annually and for each personnel group in which there is relative underrepresentation of a minority population. Create a plan of action to correct the underrepresentation.</td>
<td>Athletic Director, Senior Associate Athletic Director, and EO/AA Director</td>
<td>Spring 2011, and ongoing each year</td>
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<td>Hiring practices</td>
<td>IA department hiring practices lack specific initiatives for hiring minorities.</td>
<td>Increase minority representation in candidate pools for coaches and staff and monitor hiring based on availability analysis.</td>
<td>Target advertising for coaches and staff to increase pools of minority candidates. Regularly review affirmative action data and develop position specific plans to target underrepresented groups.</td>
<td>Athletic Director, Senior Associate Athletic Director, EO/AA Director, and HRS Recruitment Manager</td>
<td>Spring 2011, and ongoing each year</td>
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<td>Retention</td>
<td>Particular efforts to retain student-athletes, coaches and staff from underrepresented populations have been lacking.</td>
<td>Enhance retention programs for IA student-athletes, especially for underrepresented groups. Ensure a safe and welcoming climate for student-athletes from underrepresented backgrounds. Create an action plan to ensure a welcome working climate for all employees from underrepresented populations.</td>
<td>Include in student-athlete handbook and provide at orientation information about resources for minority student-athletes. Create minority mentoring program for all student-athletes from underrepresented groups. Collect data from IA employees regarding workplace climate in IA department and correct any problems.</td>
<td>Athletic Director and Senior Associate Athletic Director</td>
<td>Spring 2011 and ongoing each year</td>
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<tr>
<td>Partnerships</td>
<td>Communication of campus diversity resources available to students, staff and coaches in the IA department can be enhanced.</td>
<td>Enhance communication of diversity resources for student-athletes, coaches and staff. Include links on IA webpage to diversity resources. Include information about diversity resources in information distributed to student-athletes, coaches and staff.</td>
<td></td>
<td>Athletic Director and Senior Associate Athletic Director</td>
<td>Spring 2011 and each ongoing year</td>
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<tr>
<td>Programs and activities</td>
<td>It is unknown whether the existing programs and activities for the enhancement of diversity are sufficient.</td>
<td>Determine what issues student-athletes, coaches, and other staff face and what programming and activities can be offered to improve the climate. Conduct surveys to assess the climate and identify potential improvements.</td>
<td></td>
<td>Athletic Director and Senior Associate Athletic Director</td>
<td>Spring 2011 and each ongoing year</td>
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<td>Participation in governance and decision making</td>
<td>Ensure that minority student-athletes, coaches and other staff have ample opportunity to participate in decision making and governance. Identify opportunities for student-athletes, coaches and staff to participate in decision making and governance and ensure that opportunities are publicized and made available to minorities within the department.</td>
<td></td>
<td>Include information about opportunities to participate in governance and decision making in information distributed to student-athletes, staff and coaches. Encourage minority members to participate.</td>
<td>Athletic Director, Senior Associate Athletic Director, student-athlete academic advisors, and coaches</td>
<td>Spring 2011 and each ongoing year</td>
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</table>
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.

The Department of Intercollegiate Athletics (IA), consistent with the requirement of The University of Montana (UM) Diversity Strategic Plan, will submit annually a diversity report to the UM Office of Equal Opportunity & Affirmative Action (EO/AA). As is required for all campus units, the IA annual diversity report will include information about its activities in the four diversity program areas. The IA diversity information, together with the diversity report information from the other campus units, will form the University’s annual Diversity Report.

The institutional diversity report will function as the means for comparing the IA diversity-issues plan with the overall assessment of the campus diversity climate.

The institutional diversity report will be submitted to the Montana Office of the Commissioner of Higher Education and the Montana Board of Regents. It will be available on the UM’s Diversity webpage and the EO/AA webpage. The Senior Associate Athletic Director, will be the individual within the athletics department who is responsible for the annual departmental review and for submitting the report to EO/AA. The Director of EO/AA will be responsible for reviewing the IA diversity-issues plan with the overall assessment of the campus diversity climate. Recommendations for improvement or different courses of action to ensure progress in each of the four NCAA diversity program areas are the responsibility of both the EO/AA Director and the Senior Associate Athletic Director. Review and comment will be obtained from the University Athletic Committee and the Diversity Advisory Council.

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.

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.
The institution's diversity-issues plan must include the following requirements:
1. Include identification of issues or problems confronting the institution.
2. Include the measurable goals the institution intends to achieve to address issues or problems.
3. Include the specific steps the institution will take to achieve its goals.
4. Include a specific timetable(s) for completing the work.
5. 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:
1. Be committed to paper and be a stand-alone document.
2. Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.
3. 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.

The NCAA Certification 2011 Self-Study diversity issues plan for improvement was initially developed by the Diversity Issues (Operating Principle 3.2) Subcommittee of the NCAA Certification team for The University of Montana (UM). The subcommittee included a student-athlete, a coach, a student representative of the Associated Students of The University of Montana, two faculty members, a community member/booster, the Director of the Minority Mentoring Program (and Special Assistant to the Vice President for Student Affairs), and the Director of Equal Opportunity/Affirmative Action and Co-Chair of the Diversity Advisory Council.

The NCAA Certification 2011 Self-Study and diversity issues plan for improvement will be circulated for review and comment to the University Athletic Committee as well as to the broader campus community including the Student, Faculty and Staff Senates.