NCAA Certification Self-Study
Operating Principle 3.3
Student-Athlete Well-Being
March 23, 2011

Self Study Instrument Pgs. 69-74

**Question #1**
List all “conditions for certification” imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being).

There were no “conditions for certification” imposed by the committee in its Cycle 2 certification decision as they relate to Operating Principle 3.3.

**Question #2**
List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being).

There were no plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 3.3.

**Question #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 3.3 (Student-Athlete Well-Being).

There were no additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.3 (Student-Athlete Well-Being).

**Question #4**
Please submit a copy of the student-athlete exit-interview instrument with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of your current student-athlete exit-interview instrument.]

[Upload exit survey instrument.]

The student-athlete exit survey instrument is reviewed annually by the University Athletic Committee (UAC), a broad-based committee appointed by the President to provide review and counsel for the intercollegiate athletics program at The University of Montana (UM). The UAC review is intended to ensure that the exit survey and instrument continue to meet the needs of both The University of Montana (UM) and the NCAA. The exit survey instrument contains questions of the UM student-athletes asking for their assessment of the institution’s commitment to the following:

- Academic success of student-athletes
- Opportunities for student-athletes to integrate into campus life
• Efforts to measure the extent of time demands experienced by student-athletes
• Efforts to measure the effectiveness of mechanisms to monitor such time demands
• Efforts to measure the effectiveness of the Student-Athlete Advisory Committee (SAAC).
• Informing student-athletes about the NCAA Special Assistance and Student-Athlete Opportunity funds
• Efforts to measure the effectiveness of UM mechanisms to monitor student-athlete well-being
• Physical, psychological and emotional health of student-athletes
• Safety of student-athletes
• Safe and inclusive environment for all student-athletes
• Diversity
• Value of student-athletes’ athletics experiences
• Opportunity for student-athletes to suggest proposed changes in athletics
• Opportunity for student-athletes to express concerns related to the administration of their sports

Question#5
Describe the methods used to conduct student-athlete exit interviews. Further, describe the process used to evaluate and implement outcomes.

Exit surveys are conducted twice a year, in early December and May, with student-athletes who have exhausted their athletic eligibility during that season. The Senior Associate Athletic Director (SAAD) arranges for each session, and breakfast is provided for the students. (If desired by the student-athlete, s/he may also arrange an individual session with the SAAD to complete the instrument.)

Athletic Academic Services (AAS) personnel contact the student-athletes to schedule them for the session. The sample size will vary depending on the number of student-athletes eligible for each session. If three or fewer student-athletes will exhaust their eligibility during the particular season, then all of them will be surveyed/interviewed (100 percent sample); if the count is four, five, or six student-athletes, then AAS will randomly select three to five from the group (75 percent sample); and if seven or more are eligible, AAS will randomly select about half the group (50 percent sample). For additional “motivation,” the senior letter award is withheld until such time as the student-athletes complete the exit instrument.

The exit “interview” is generally conducted in a small group setting, rather than one-to-one, with standardized administration of the exit survey instrument. The instrument is in hardcopy paper format with primarily coded response options, and the student-athletes are instructed not to put their names on the instrument. The instrument also includes a tear-off page on which the student-athlete can indicate that s/he would like to have an individual appointment to further discuss any issue(s) with an individual of his/her choosing.

During the survey session, while the student-athletes are completing the instrument, the SAAD, the Faculty Athletic Representative (FAR) and/or AAS staff are present to answer any procedural questions. If questions regarding content arise, the student-athlete is instructed to
interpret the question to the best of his/her ability or to leave it unanswered, if necessary, to avoid any potential influence over any responses.

After the session, the coded responses from each instrument are recorded in a spreadsheet in an electronic database for later analysis and any narrative responses are separately recorded (without identification/attribution). Once the data are recorded in the database, a summary report from each session is produced for review by the Athletic Director and SAAD, from which the SAAD may develop action plans to further investigate, review and address any significant issues or concerns discovered during process.

The report and any subsequent action plans from each session are then reviewed by the University Athletic Committee (UAC) for further consideration and possible action. The UAC is a broad-based committee appointed by the President to provide review and counsel for the intercollegiate athletics program.

**Question #6**
Describe opportunities other than the student-athlete exit-interview process that are available to student-athletes to provide input regarding student-athlete well-being issues (e.g., student-athlete advisory committee; open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

The Athletic Director and the Senior Associate Athletic Director both maintain an open-door policy that is relatively common knowledge and that student-athletes frequently utilize. In addition, both meet informally with several students from each sport after the season to get input on the previous season. The Student-Athlete Advisory Committee (SAAC), which includes representatives from every athletic team at the University, also evaluates and provides feedback on departmental policies and issues and communicates with the administration about issues important to student-athletes when and as they arise.

**Question #7**
Describe the department of athletics written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e., financial aid and transfers). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

**Financial Aid.** The written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation are detailed in the “Financial Aid and Athletic Scholarship Policies” section of the Grizzly Athletics Student-Athlete Handbook (pgs. 55-59). When a student’s athletic scholarship is being reduced or cancelled, s/he is notified in writing by the The University of Montana (UM) Office of Financial Aid. The notification includes the procedures and timeline to appeal the change in the award. The UM Director of Financial Aid oversees the appeal/grievance process when it pertains to financial aid. The Scholarship and Financial Aid Committee is charged with the ultimate determination as to whether the cancellation of the
student’s athletic scholarship violated NCAA rules. That committee is chaired by the Vice President of Student Affairs, Teresa Branch.

Transfers. A student-athlete who wants to transfer to another institution must request a release from his/her coach. If the release is not granted, then the UM Athletic Director or his designee oversees the appeal/grievance process. If an appeal/grievance should rise to the level of the University Athletic Committee (UAC), it is handled by UM’s NCAA Faculty Athletics Representative. The UAC is a broad-based committee appointed by the UM President to provide review and counsel for the intercollegiate athletics program.

Communication.

The Grizzly Athletics Student-Athlete Handbook is the written means of communicating the grievance and/or appeals procedures to the student-athletes, coaches, and IA staff. The coaches and IA staff are directed to the Student-Athlete Handbook from the Grizzly Athletics Departmental Policies & Procedures manual (p. 8 of the Academics section).

Question # 8
Describe the institution’s written grievance and/or appeals procedures available to student-athletes in other areas (e.g., harassment, hazing, abusive behavior, discrimination). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

The University of Montana (UM) Student Conduct Code addresses the issues of harassment, hazing and abusive behavior, including the due process for a student accused of any violation of the code. Dr. Teresa Branch, Vice President for Student Affairs, is responsible for the procedural administration of the Student Conduct Code for all general conduct violations. Dr. Charles Couture, Dean of Students in Student Affairs, serves as the investigator of conduct violations. Hearings take place before the University Court, and the final decision for any sanctions is made by Dr. Royce Engstrom, UM President.

The UM Student Conduct Code is distributed to all incoming students, is referenced in most course syllabi and is available on the UM website.

The Student-Athlete Conduct Code is referenced in the UM Student Conduct Code and is communicated through the Grizzly Athletics Student-Athlete Handbook (pgs. 9-12), which is provided annually to all student-athletes and discussed at various orientation, general, and team meetings. The student-athlete handbook also indicates that grievances regarding harassment or discrimination are to be made to Lucy France, Equal Opportunity/Affirmative Action Officer for UM (pages 33-41).

Violations of the Student-Athlete Conduct Code are investigated by Jim O’Day, Director of Intercollegiate Athletics, who determines appropriate sanctions (if any) and informs the student-athlete. Any imposed sanctions may be appealed to the Student-Athlete Disciplinary Committee (Section III, Disciplinary Measures). The full process is described in detail in the Grizzly Athletics Student-Athlete Handbook (pgs. 11-12).
**Question #9**

Describe the institution’s educational and support programs in the area of sexual orientation. Also, describe the institution’s structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

The University of Montana (UM) addresses sexual orientation by means of the following:

- **UM Policy No. 406.4** entitled “Equal Opportunity Policy/Non-Discrimination” indicates that UM provides to all people the equal opportunity for education, employment, and participation in University activities without regard to race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, age, political ideas, marital or family status, physical or mental disability, or sexual orientation.

- In the *introduction* to a series of UM web pages addressing diversity, President Engstrom makes a strong statement in support of diversity, including diverse sexual orientations. The series includes a list of resources for faculty, staff and students related to sexual orientation, a clear statement regarding hazing and harassment, including the statement “The University of Montana will not tolerate hazing or harassment. Such incidents are serious violations of the Student Conduct Code. You may report incidents of hazing or sexual harassment, malicious verbal intimidation, racial or sexual orientation harassment, or other forms of malicious intimidation…”

- In addition, a letter from former UM President George M. Dennison, included in the *Grizzly Athletics Student-Athlete Handbook* (pgs. 39-40), specifically includes sexual orientation in the University’s Diversity Policy.

A number of educational and support programs, events, and services in the area of sexual orientation are available at or through UM, including:

- The Division of Student Affairs sponsors the annual Day of Dialogue which includes several programs related to sexual orientation.

- Many student-athletes participate in the annual “Walk a Mile in Her Shoes” event, sponsored by the Student Assault Resource Center to raise awareness about sexual assault and relationship violence. A head coach has generally served as a keynote speaker.

- A number of campus programs address sexual orientation. For example, the Department of Intercollegiate Athletics (IA) recently brought in Dave Pallone to speak to all student-athletes and run a roundtable with coaches and staff. Dave is gay and served ten years as an umpire in major league baseball.

- The LAMBDA Alliance, an organization sponsored by the Associated Students of The University of Montana, provides programs and support for students of diverse sexual orientation.
• The Curry Health Center Counseling and Psychological Services (CAPS) provides group and confidential personal counseling when needed. Information regarding group sessions is posted in the IA Rhinehart Athletic Training Center.

• UM Allies is a broad-based community coalition that provides educational programs to community members, including faculty, staff and students, for the purpose of promoting and supporting diversity in sexual orientation, creating a safe and welcoming environment, and increasing awareness of support services available for students of diverse sexual orientation.

• The University regularly participates in National Coming Out Day.

• The Outfield Alliance is a campus coalition providing support for faculty and staff of diverse sexual orientation. This group contributes to a campus climate supportive of students of differing sexual orientation.

**Question # 10**

Describe the policies, organization and structure of the department of athletics and how it enhances student-athlete well-being. Further, describe the commitment of the institution to enhance the overall student-athlete educational experience including how issues are monitored, evaluated and addressed on a continuing basis.

The University of Montana (UM) and the Department of Intercollegiate Athletics (IA) place a high value on student-athlete well-being, by providing services and support from within the IA department and in conjunction with other UM entities outside the department. [upload org chart]

**IA Administration.** The senior IA administrators – the Athletic Director (AD) and the Senior Associate Athletic Director (SAAD) – maintain both assigned and personal commitments to the well-being of UM’s student-athletes. In their administrative roles, they each regularly provide appropriate welfare-related information at the annual team meetings. Personally, both maintain open-door policies and encourage visits by athletes in all sports.

The AD reports directly to the UM President and is ultimately responsible for all IA activities. The SAAD, the senior woman administrator, is directly responsible for IA compliance and supervises the Athletic Academic Services (AAS) and the Rhinehart Athletic Training Center (ATC), among other responsibilities. She reports to directly to the AD. For compliance matters, she reports directly to the AD and UM’s NCAA Faculty Athletic Representative (FAR), who is charged with the general responsibility of representing the President and the institution’s academic values in the conduct of UM intercollegiate athletics and establishing and maintaining a relationship between the athletic programs and the faculty of the University. (Full role description located on pg. 3 of the [Grizzly Athletics Compliance Policies and Procedures manual.](#))

The Student-Athlete Advisory Council (SAAC) consists of representatives from each UM athletic team. This group evaluates departmental policies and directly communicates with the administration about issues important to student-athletes. The SAAC meets periodically throughout the academic year. The Coordinator of Athletic Academic Services serves as administrative liaison with the Student-Athlete Advisory Committee.
IA Athletic Academic Services (AAS). AAS provides a variety of academic support services to UM’s student-athletes, all intended for their personal and academic well-being. For example, the academic advising includes specifically guiding student-athletes to develop appropriate course loads so they are making reasonable progress toward graduation. AAS offers free tutorial services, new student-athlete seminars and other information and orientation to UM, career workshops, and referral to other campus resources as appropriate. Feedback from professors is collected at midterm and provided to both the student-athletes and their coaches, primarily to facilitate early intervention if necessary. “At risk” student-athletes receive individual support from the Coordinator of Athletic Academic Services (CAAS).

AAS staff also keep student-athletes informed about courses that specifically promote well-being – such as Health and Human Performance (HHP) 236, Nutrition; HHP 270, Principles of Optimal Performance; and others – and the department contracts with a registered dietician to provide student-athletes with on-site access to nutritional counseling.

IA Athletic Training Center. Psychosocial Intervention and Referral is a required certification competency in athletic training and the subject of considerable research and continuing education. The certified athletic trainers in the Rhinehart Athletic Training Center (ATC) are trained to recognize student-athletes in need and to refer to appropriate campus services, such as Curry Health Center Counseling and Psychological Services (CAPS). In addition, information regarding CAPS services is posted in the training room and distributed to athletic trainers.

IA Collaboration with Curry Health Center. The UM Curry Health Center (CHC) serves all students at the University, providing basic medical, dental, and counseling and psychological services, as needed. The IA department maintains a close relationship with the Center, including sharing the services of a sports medicine physician.

All student-athletes participate in annual pre-participation health reviews, conducted by the CHC, and receive a physical exam. First-time UM student-athletes complete a comprehensive questionnaire addressing an extensive variety of physical and psychological health issues, and returning student-athletes complete update forms addressing the same issues. These informational forms, along with any injury reports, are reviewed by CHC medical staff and discussed with the student-athlete at the time of the annual pre-participation physical exam.

IA and the University Athletic Committee. IA conducts an exit survey near the end of the fall and spring semesters with a sample of student-athletes who have exhausted their eligibility that semester. This process addresses with the student-athletes various issues related to student-athlete well-being and provides an opportunity to continuously monitor these issues from the student-athlete perspective. A summary report from each session is produced for review by the AD and the SAAD, from which the SAAD may develop action plans to further investigate, review, and address any significant issues or concerns discovered during process.

The University Athletic Committee, a broad-based committee appointed by the UM President to provide review and counsel for the intercollegiate athletics program, has oversight responsibility for the exit survey in two aspects. IA regularly reviews the exit survey process and instrument with the UAC to ensure that they continue to meet the needs and requirements of both the University and the NCAA. Later, the summary report mentioned above and any subsequent action plans from each session are also reviewed by the UAC for further consideration and possible action.
**Question #11**
Describe how student-athletes are involved in the governance and decision-making processes of the department of athletics, including the role of the student-athlete advisory committee (SAAC).

The University of Montana (UM) has an active Student-Athlete Advisory Committee (SAAC) with representation from all sport teams. The composition and duties of the committee are determined by the institution. SAAC is in place as an organized voice for student-athletes to address concerns and express possible remedies. There are also opportunities for student-athletes to vote on certain NCAA or other proposals under consideration. To demonstrate some of its activities, the SAAC participates in various outreach programs to provide the campus and the community with positive student-athlete contact.

As with all recognized student groups at UM, SAAC has a faculty advisor and elected positions of President, Vice President, Secretary, and Treasurer.

There is regular communication between the department administration and the members of SAAC, largely facilitated by the Coordinator of Athletic Academic Services, who serves as the administrative liaison to the Committee.

In addition to SAAC, the University and IA offer numerous opportunities for student-athletes to participate in institutional and departmental decision making. It is the practice of the University and IA to include student representation on significant decision-making committees, including search committees for administrative and coaching positions. Input from student-athletes is given the same weight as other committee members.

**Question #12**
List the department of athletics and/or other institutional programs in place that address the needs and issues affecting student-athletes (e.g., CHAMPS/Life Skills program and/or programming involving career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Further, describe the policies and procedures in place to encourage and ensure student-athletes’ access to these programs.

The University of Montana (UM) has a multitude of services available to enhance the well-being of its student-athletes.

Griz ACES (Athletes Committed to Excellence in School, Sports, Service and Social responsibility) is a comprehensive personal development program for student-athletes at the University. The program is designed to assist them in their academic, athletic, and personal growth and includes two major components – the CHAMPS/Life Skills program and GRIZSCAPE services.

**CHAMPS/Life Skills.** The UM Department of Intercollegiate Athletics (IA) adheres to the NCAA's CHAMPS/Life Skills program by providing support for all student-athletes to develop in multi-dimensional ways. The program is committed to enhancing their overall
experience while preparing them for successful and productive lives and careers after college. The UM CHAMPS/Life Skills Program is aligned with the five commitment statements of the NCAA's CHAMPS/Life Skills Program:

1. **Commitment to Academic Excellence** – to support the academic progress of the student-athlete toward intellectual development and graduation

2. **Commitment to Athletic Excellence** – to build philosophical foundations for the development of athletic programs that are broad-based, equitable and dedicated to the well-being of the student-athlete.

3. **Commitment to Personal Development** – to support the development of a well-balanced lifestyle for student-athletes, encouraging emotional well-being, personal growth and decision making skills.

4. **Commitment to Service** – to engage the student-athlete in service to his/her campus and surrounding communities.

5. **Commitment to Career Development** – to encourage the student-athlete to develop and pursue career and life goals.

**GRIZSCAPE (GRIZ Sport Counseling And Performance Enhancement) Services.**

GRIZSCAPE provides UM student-athletes with resource information and counseling assistance in life-skills education and sport performance enhancement. Programming includes:

- an academic course in optimal performance strategies and life-skills education;
- sport counseling to provide assistance as needed in related areas;
- performance enhancement counseling to assist in developing sport confidence, visual organization skills and optimal performance strategies;
- life-skills counseling and referral services to help with nutritional issues, drug and alcohol issues, and crisis management;
- a resource library containing NCAA CHAMPS/CHOICES Life-Skills materials, as well as sport performance enhancement reference materials; and
- a semi-annual GRIZSCAPE Newsletter updating all Grizzly student-athletes on optimal performance issues and life-skills information.

In addition to the programs and services available through the Griz ACES, the University also provides the following:

A strength and conditioning facility and related resources complement the Rhinehart Athletic Training Center at the departmental level for physical health. Curry Health Center (CHC) provides adjunct medical care when needed, in the training room, on the court or field, and in the Health Center located one block away.

A registered dietician is on contract with the IA department to provide student-athletes with on-site access to nutritional counseling.
Psychological support is readily available on campus through the CHC Counseling and Psychological Services (CAPS) program.

The UM Career Services Office provides a variety of career-related services to all students – including career counseling and planning, career testing, resume and portfolio development, opportunities for career mentoring and networking, and the like.

To promote classroom achievement, IA provides student-athlete advising, tutors, and mentoring programs. Student-athletes can also take advantage of priority registration for classes.

The Special Assistant to the Vice President for Student Affairs oversees UM’s minority mentoring program, administered by Student Affairs and funded by Intercollegiate Athletics. This program is available to all African-American students, including student-athletes, and helps to cultivate good relations between students and student-athletes from all over the country and internationally.

Student-athletes, like all UM students, may also take advantage of the services provided by CHC Student Assault Resource Center (SARC) or Self-Over-Substance (SOS) program (an alcohol educational program), should the need arise.

**Question #13**

Describe how the department of athletics monitors student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intercession periods. Further, describe methods used to educate coaches and student-athletes about time demands and opportunities to integrate into campus life.

The University of Montana (UM) Department of Intercollegiate Athletics (IA) records regularly the number of days missed by student-athletes in each sport and reviews the annual data in conjunction with average term GPAs. The annual record and reviews of missed class days are reported to the University Athletic Committee, a broad-based committee appointed by the UM President to provide review and counsel for the intercollegiate athletics program; the UAC members discuss the information and recommend actions if they deem excessive time is missed.

Countable athletically-related activities (CARA) are monitored very closely on a weekly and monthly basis to ensure compliance with rules that restrict the number of hours per day and per week that a student-athlete may be engaged in required CARA. The procedure, which requires each sport to submit weekly logs of same and full-season declarations, is outlined in the department’s compliance manual (pgs. 23-24). CARA reports are also submitted for any athletic-related activities during intercession or summer. As a further reminder to coaches, the rules regarding time limits on various activities are listed on the monthly CARA calendars that they are required to complete.

Incoming prospects complete a Verification of Prospect Information-Summer form providing information on their activities during the summer prior to participation, and coaches keep and submit a similar log on incoming prospects who are on campus during the summer. The IA department also provides to all student-athletes, and discusses at relevant meetings, an
informational sheet entitled “NCAA Reminders for Student-Athletes Summer Vacation Period” that describes NCAA rules related to summer activities.

Travel schedules are given to Athletic Academic Services which prepares travel letters for student-athletes to give to their professors indicating the specific days that they will be missing class due to team travel. These letters also note that such travel falls in line with the UM policy on student absences, which is referenced as well, and the professors are encouraged to communicate any concerns they may have to the Coordinator of Athletic Academic Services. In men’s basketball specifically, NCAA rules now require that the competition and travel schedule be pre-approved by UM’s NCAA Faculty Athletic Representative, which is part of UM’s procedure.

The Grizzly Athletics Departmental Policies & Procedures manual, supplemented by discussions of same annually with coaches and as needed, is the primary vehicle for communicating the department’s concerns and responsibilities regarding time demands on student-athletes. The departmental manual specifically states that coaches are expected to “maintain a personal and professional balance in the demands of athletics and academics on student-athletes.” (Coaching section, pg. 3) and “plan trips and practices to minimize the impact on classes.” (Academics section, pg. 2).

The departmental manual also acknowledges that it is the department’s responsibility “to support the academic endeavors of its student-athletes and remove any barriers to their academic success” and states that it, therefore, will not schedule nonconference competition away from home during the five days of finals week each semester. (General section, pg. 3).

The Grizzly Athletics Student-Athlete Handbook, and the discussions of same at various orientation and team meetings, is the primary vehicle for informing all student-athletes of the time demand concerns and issues involved in athletics. The handbook includes, among its many academic-related segments, discussions addressing time management and the UM Student Absence Policy (page 49).

UM offers a specific two-credit course, “New Student-Athlete Seminar,” each autumn semester that is required of freshman scholarship student-athletes and strongly recommended for all other freshman student-athletes. The course includes segments on time management and goal setting, stress management and introduction to campus resources, among a variety of other specific issues that pertain to student-athletes.

The exit survey conducted at the end of each semester with student-athletes asks for their assessment of UM’s commitment to the issues and concerns related to the time demands, thus providing some insight from the student-athlete’s perspective. These results, like those mentioned earlier regarding missed class days, are also reviewed by the UAC.

**Question #14**

Please submit a copy of the department of athletics and/or institution’s written travel policies to ensure the safety and well-being of student-athletes with the submission of your self-study report (e.g., road travel; air travel, including charter policies; driver selection;
training; privately owned vehicles). [Please use the file upload link contained within this question on the ACS to submit a copy of the department of athletics and/or institution’s written travel policies].

[Upload section(s) of IA manual.]

The University of Montana (UM) Department of Intercollegiate Athletics (IA) and its staff acknowledge their responsibility to protect and ensure the welfare of the student-athletes in their charge. IA discusses certain travel and transportation policies, which apply also to team transportation, in the Grizzly Athletics Departmental Policies & Procedures manual – pages 92-93 (Business Affairs section, pp. 6-7) and pages 108-109 (General section, pp. 2-3).

The department also follows UM Policy 205 on vehicle use, the Montana Board of Regents Vehicle Policy #1002.2, and the State of Montana Vehicle Use Policy ARM 2.6.203 which also address travel and transportation.

**Question #15**

Describe the annual evaluation of the department of athletics and/or institution’s travel policies to ensure these policies are effective. Further, describe how the travel policies are directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

**Communication of travel policies.** The University of Montana (UM) Department of Intercollegiate Athletics (IA) and its staff acknowledge their responsibility to protect and ensure the welfare of the student-athletes in their charge. The department’s travel and transportation policies, which apply also to team transportation, are found in and communicated primarily by means of the Grizzly Athletics Departmental Policies & Procedures manual (under Business Affairs and General) and the Grizzly Athletics Student-Athlete Handbook, both of which are updated annually. Each is available in both hard copy and electronic format, and the electronic links for both documents are sent to all athletic department personnel annually. A hard copy of the student-athlete handbook is provided to each student-athlete annually, and the material is discussed with the student-athletes in team meetings and general meetings throughout the year. The Senior Associate Athletic Director (SAAD) is responsible for these documents.

**Evaluation of travel policies.** During the annual review of the athletic departmental policy handbook and student-athlete handbook, the SAAD specifically reviews all travel policies against UM, Montana Board of Regents, and State of Montana policies and regulations, and revises them as appropriate, to ensure that the IA policies are not in conflict. Most IA policy and revisions must be reviewed and approved by the University Athletic Committee (UAC), a broad-based committee appointed by the UM President to provide review and counsel for intercollegiate athletics (http://www.umt.edu/committees/universityathletic.aspx).

The Director of Intercollegiate Athletics (AD) and the SAAD also monitor and review the effectiveness of the travel policies in a number of ways over the course of the year.

- The twice-yearly student-athlete exit survey includes items dealing with travel policies and practices, and the survey report is reviewed by the AD, SAAD, and the UAC. If any
issues are identified, the SAAD generally investigates same and will, if warranted, draft policy or practice revisions for review and approval by the AD and the UAC.

- The AD and SAAD both monitor national discussions regarding collegiate travel issues. For example, when such discussion began regarding safety issues in the use of 15-passenger vans, the department implemented a new policy regarding discontinuation of their use.

- Further, when and as questions arise from other sectors (such as the UAC, BOR, or State) or incidents arise with travel situations, the IA administrators respond, as above, by investigating same and developing new or revised policy and practices as appropriate.

**Question #16**

Please submit a copy of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions].

[Upload EAP]

The University of Montana (UM) Department of Intercollegiate Athletics (IA) has an emergency medical plan, entitled the Emergency Action Plan (EAP), that can be implemented immediately when necessary to provide appropriate standards of health care to all sports participants. Preparation for emergencies extends beyond the plan itself to include proper coverage of events, maintenance of appropriate emergency equipment and supplies, utilization of appropriate emergency medical personnel, and continuing education in the area of emergency medicine.

The EAP addresses the roles of emergency personnel, emergency communication, emergency equipment, transportation and non-medical emergencies such as bomb threats and criminal behavior.

The EAP is a site-specific plan that addresses all the locations where competition or practice takes place. Given the site-specific nature of the EAP, it is applicable to both in-season and out-of-season practices, contests, out-of-season workouts, and strength training and skills sessions.
**Question #17**

Describe the annual evaluation of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The Emergency Action Plan (EAP) is the emergency medical plan for The University of Montana (UM) Department of Intercollegiate Athletics and applies to all facilities used for practices, contests, out-of-season workouts, and strength training and skills sessions. It is communicated by inclusion in the *Grizzly Athletics Department Policies & Procedures* manual (General Departmental Policies section), which is provided to all department personnel as part of their orientation and as it is updated. An update of the EAP was emailed to all student athletes in February 2011 and will be included in both online and printed versions of the Student-Athlete Handbook for all future releases.

The Head Athletic Trainer has the responsibility and final authority to update the EAP as needed. At a minimum, the emergency plan is reviewed annually by Dennis Murphy, Head Athletic Trainer. From time to time events may be held at venues not listed here. The athletic trainer assigned to cover that sport will make the proper plans to have the information available to personnel and the EAP is updated with that information.

In addition to the annual review, the effectiveness of the EAP is evaluated through debriefings and after-action reviews of case-specific issues as they emerge in the areas affected by the EAP. All involved and interested parties meet to discuss the situation, how it was resolved, and what could be done in the future to mitigate or correct it. The EAP is then updated as appropriate. Any changes to the emergency medical plan are distributed to all staff as an addendum to the departmental manual, with instructions to replace the outdated section with the updated material.

**Question #18**

Please submit a copy of the department of athletics written emergency medical plan for out-of-season workouts with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the department of athletics written emergency medical plan for out-of-season workouts].

[Upload EAP]

The University of Montana (UM) Department of Intercollegiate Athletics (IA) has an emergency medical plan, entitled the Emergency Action Plan (EAP), that can be implemented immediately when necessary to provide appropriate standards of health care to all sports participants. Preparation for emergencies extends beyond the plan itself to include proper coverage of events, maintenance of appropriate emergency equipment and supplies, utilization of appropriate emergency medical personnel, and continuing education in the area of emergency medicine.
The EAP addresses the roles of emergency personnel, emergency communication, emergency equipment, transportation and non-medical emergencies such as bomb threats and criminal behavior.

The EAP is a site-specific plan that addresses all the locations where competition or practice takes place. Given the site-specific nature of the EAP, it is applicable to both in-season and out-of-season practices, contests, out-of-season workouts, and strength training and skills sessions.

**Question #19**
Describe the annual evaluation of the department of athletics written emergency medical plan for out-of-season workouts to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for out-of-season workouts is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The Emergency Action Plan (EAP) is the emergency medical plan for The University of Montana (UM) Department of Intercollegiate Athletics and applies to all facilities used for practices, contests, out-of-season workouts, and strength training and skills sessions. It is communicated by inclusion in the *Grizzly Athletics Department Policies & Procedures* manual (General Departmental Policies section), which is provided to all department personnel as part of their orientation and as it is updated. An update of the EAP was emailed to all student athletes in February 2011 and will be included in both online and printed versions of the Student-Athlete Handbook for all future releases.

The Head Athletic Trainer has the responsibility and final authority to update the EAP as needed. At a minimum, the emergency plan is reviewed annually by Dennis Murphy, Head Athletic Trainer. From time to time events may be held at venues not listed in the EAP. The athletic trainer assigned to cover that sport will make the proper plans to have the information available to personnel and the EAP is updated with that information.

In addition to the annual review, the effectiveness of the EAP is evaluated through debriefings and after-action reviews of case specific issues as they emerge in the areas affected by the EAP. All involved and interested parties meet to discuss the situation, how it was resolved, and what could be done in the future to mitigate or correct it. The EAP is updated accordingly. Any changes to the emergency medical plan are distributed to all staff as an addendum to the departmental manual, with instructions to replace the outdated section with the updated material.

**Question #20**
Please submit a copy of the athletics department’s athletic training and sports medicine policies and procedures with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the department of athletics athletic training and sports medicine policies and procedures].

The University of Montana (UM) Rhinehart Athletic Training Center (RATC) is primarily responsible for the delivery of health care to student-athletes. This includes, but is not limited to prevention, evaluation, and rehabilitation of injuries or illness sustained during practice or
competition. The “Athletic Medical Policies and Procedures” details athletic medicine services and procedures, RATC rules and information regarding insurance coverage.

[Upload Athletic Training and Sports Medicine policy]

Question 21
Describe the annual evaluation of the department of athletics written athletic training and sports medicine policies and procedures. Further, describe how the department of athletics athletic training and sports medicine policies and procedures is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in these areas.

The Head Athletic Trainer has the responsibility and final authority for the athletic medical policies and procedures of The University of Montana Department of Intercollegiate Athletics. At a minimum, this is updated annually, with input from the staff of the Rhinehart Athletic Training Center (RATC). From time to time, events may be held at venues not listed in the department’s emergency medical plan, the Emergency Action Plan (EAP). The athletic trainer assigned to cover that sport will make the proper plans to have the information available to personnel, and the EAP is updated with that information.

The athletic medical policies and procedures are communicated by means of inclusion in the Grizzly Athletics Student-Athlete Handbook (pgs. 60-63) which is provided annually to all student-athletes and department personnel, including coaches. The policies and procedures are also available online, and athletic department staff are sent an email annually directing them to the updated handbook. Dennis Murphy, the Head Athletic Trainer is responsible for oversight in these areas.

Question 22
If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 3.3, describe the institution’s efforts to ensure the plan(s) for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.

No plan for improvement was developed for Operating Principle 3.3.