

ITEM 120-102-R0703

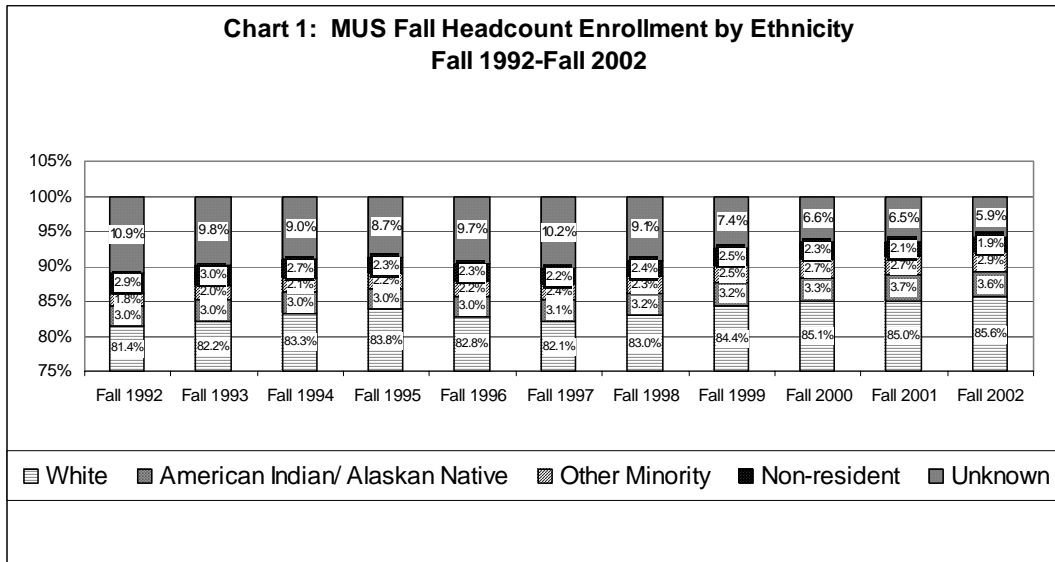
**MONTANA UNIVERSITY SYSTEM CAMPUS DIVERSITY REPORTS
JULY 2003**

I. Executive Summary

PURPOSE OF THE STUDY: The present report provides data from several sources in order to assess how well the campuses of the Montana University System (MUS) are responding to the Regents' mandate on minority and American Indian education as embodied in Policy 1902.

Data were drawn from campus reports produced for the Integrated Post-secondary Education Data series (IPEDs) collection, from standard MUS campus registrar and fiscal reports, and from information compiled at the campus level. The data is broken out where possible to show the number and percentage of students according to two categories: 1. American Indian / Alaskan Native or 2. Other Minorities which includes students identifying themselves in the government ethnic categories of Black, Asian, or Hispanic.

ENROLLMENT MANAGEMENT: In the aggregate, the MUS has not enrolled and retained American Indian and other minorities who are MT residents in proportion to their representation in the state population at either the undergraduate or the graduate levels (Regents Policy 1902, P-1). However, the data show some progress in the participation of American Indian students. The percent of American Indian/ Alaskan Native students enrolled has increased from 3.0 percent or 937 students in 1992 to 3.6 percent or 1,312 students by Fall of 2002. Other minorities enrolled have also increased from 1.8 percent or 555 students in 1992 to 2.9 percent or 1058 students by Fall of 2001 (Chart 1).



It should be noted that a number of students fall into the “unknown” category. This is because “ethnicity” is self-reported and not otherwise obtainable.

COMPLETIONS: The number of American Indian / Alaskan Native students completing programs of study in the MUS varied widely from year to year and campus-to-campus. Charts 2-5 provide aggregate MUS completions data by degree level (associates through doctorate). The large percentage of unknowns in 1995 through 1998 is due to campus conversions to the Banner system.

Chart 2 shows that there has been some variability in the percentage of American Indian student completing Associate Degrees. The overall average for American Indian / Alaskan Native students is 3.3 percent. Other minorities completing Associate degrees peaked in 1996-97 at 7.5 percent with an overall average of 2.7 percent (Chart 2).

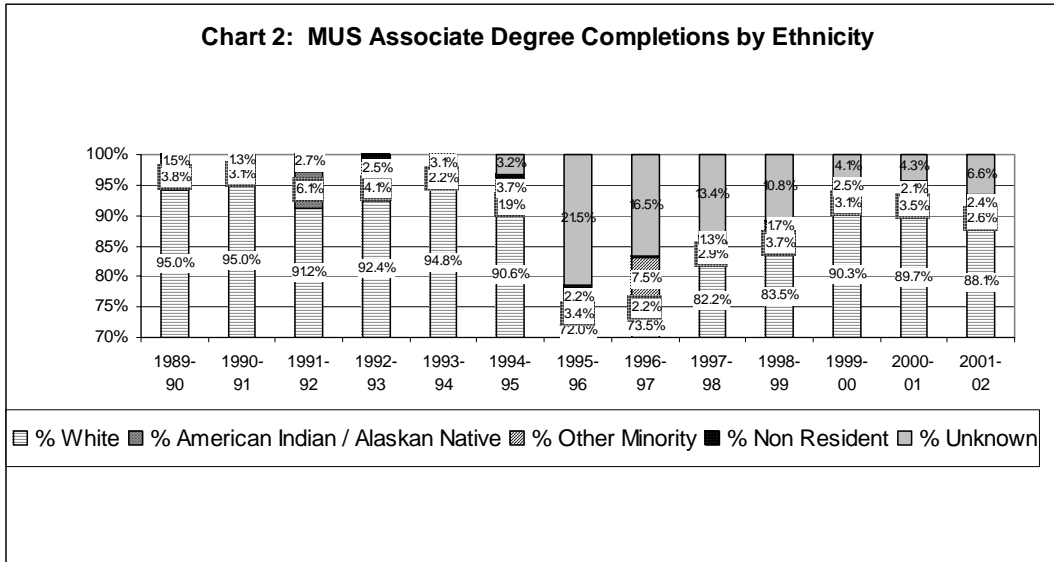


Chart 3 shows MSU baccalaureate productivity from 1989-90 through 2001-02. The percentage of American Indian / Alaskan Native Baccalaureate Completions ranges from a low of 1.8 percent in 1999-2000 to a high of 2.9 percent in 2000-01 and in 2001-02. The number of American Indian / Alaskan Native students awarded a bachelors degree ranges from a low of 65 students in 1992-93 versus the last two academic year's (2001 and 2002) highs of 130 and 135 students respectively. The percentage of Other Minorities receiving baccalaureate degrees has been on the increase from 1.2 percent or 40 students in 1989-90 to 2.9 percent or 135 students in 2001-02.

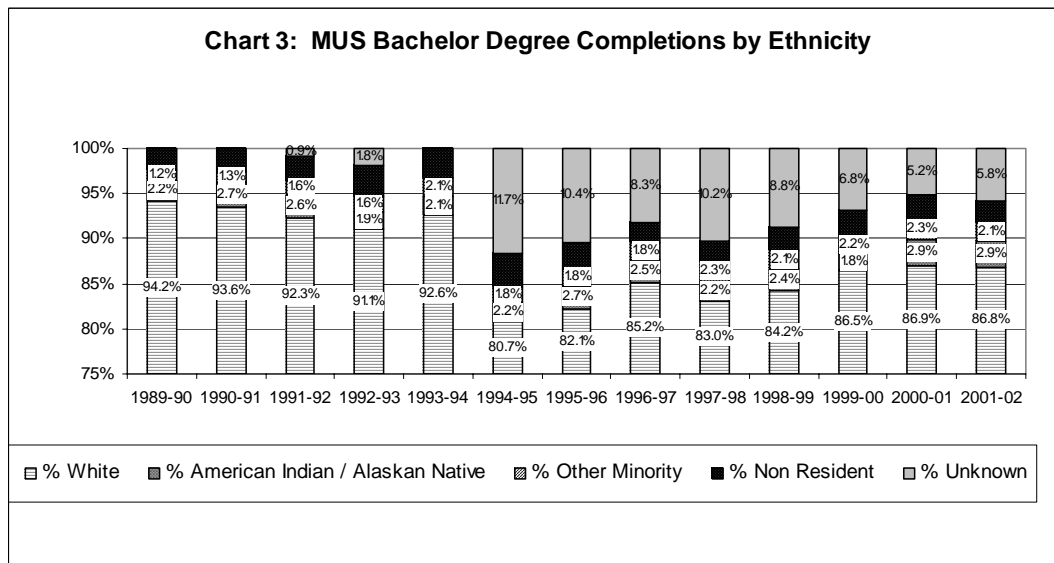


Chart 4 reports the number of master's degrees awarded by MUS campuses from 1989-90 to 2001-02. The percentage of master's degrees awarded to American Indian / Alaskan Native students has varied from a low of 1.1 percent or 7 students in 1989-90 to a high of 3.1 percent in 1995-1996 and in 1996-97 (25 students in 1995-96 and 26 students 1996-97). In 2001-02,

1.8 percent or 17 of awarded masters degrees were to American Indian / Alaskan Native students. In 2001-02, 2.3 percent or 22 of awarded masters degrees were to Other Minority students.

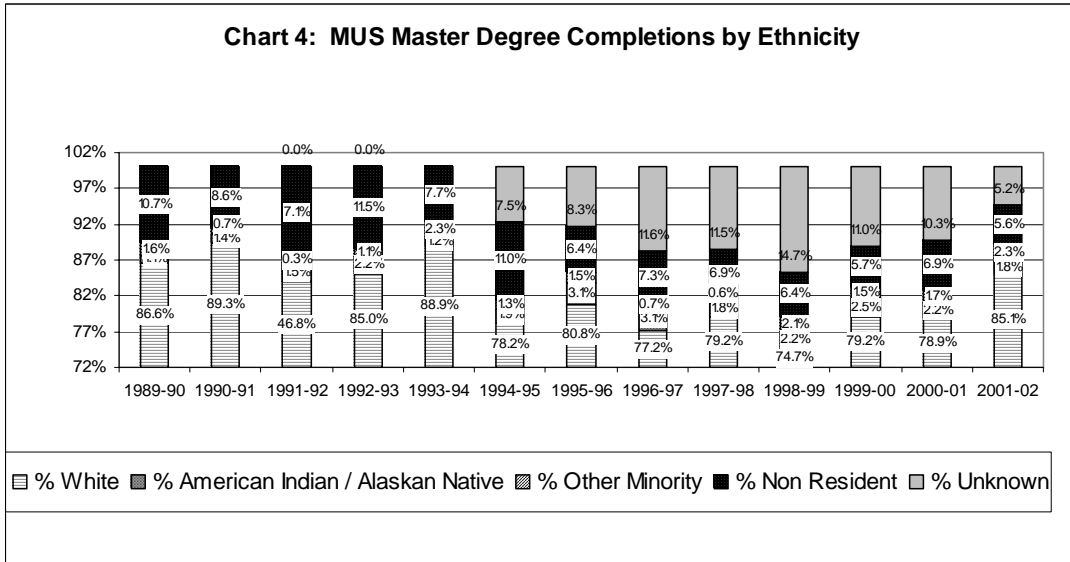
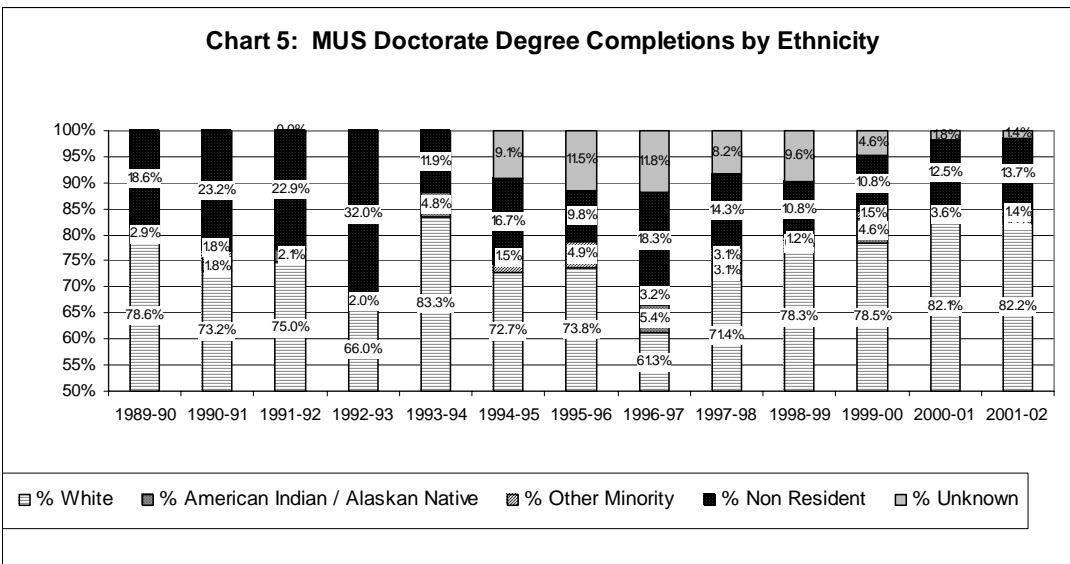
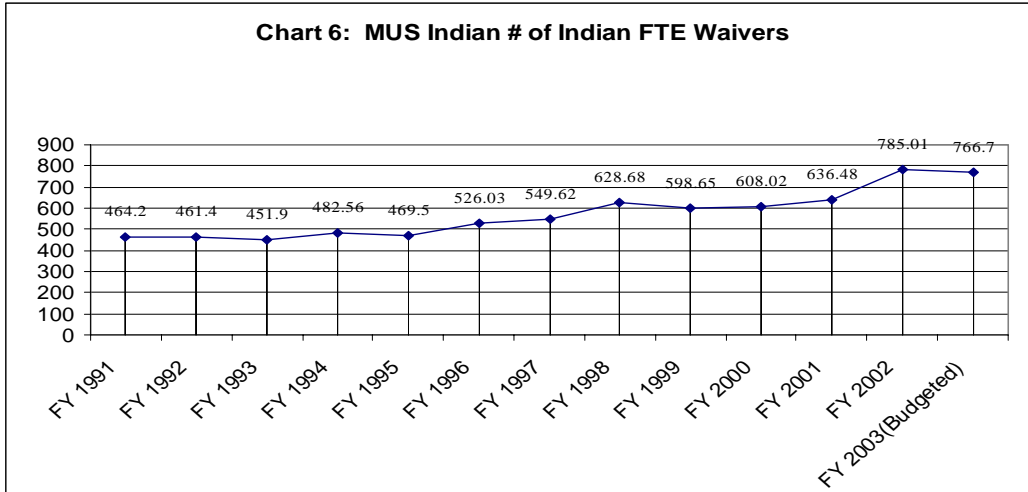


Chart 5 shows the data on the award of doctoral degrees in the MUS. Historically, the MUS has annually awarded less than 100 doctoral degrees. The low numbers of total completions magnifies the variability in the percentages. In 1996, five or 5.4 percent of Doctoral Degrees were awarded to American Indian / Alaskan Native students.

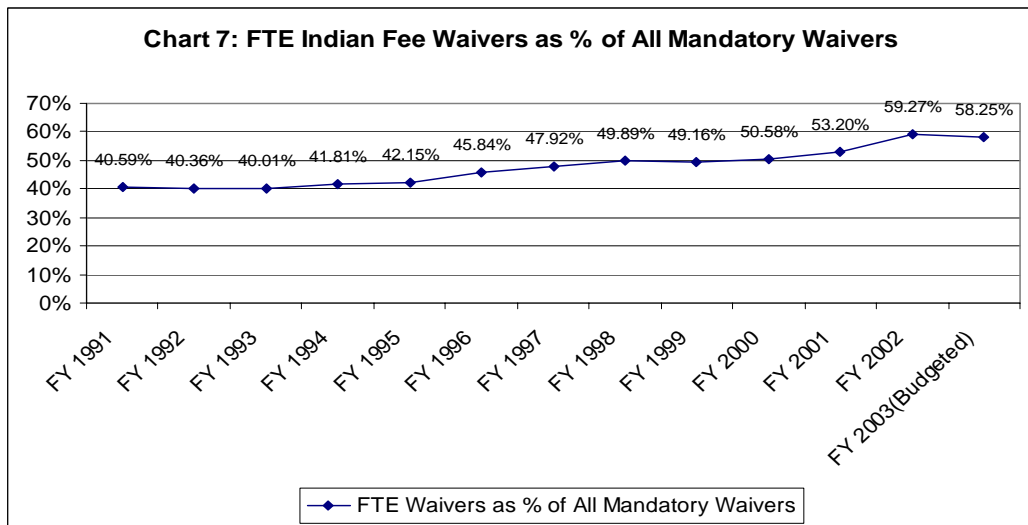
In 2001-02, one doctoral degree was awarded to American Indian / Alaskan Native students and one to a student identified as Other Minority.



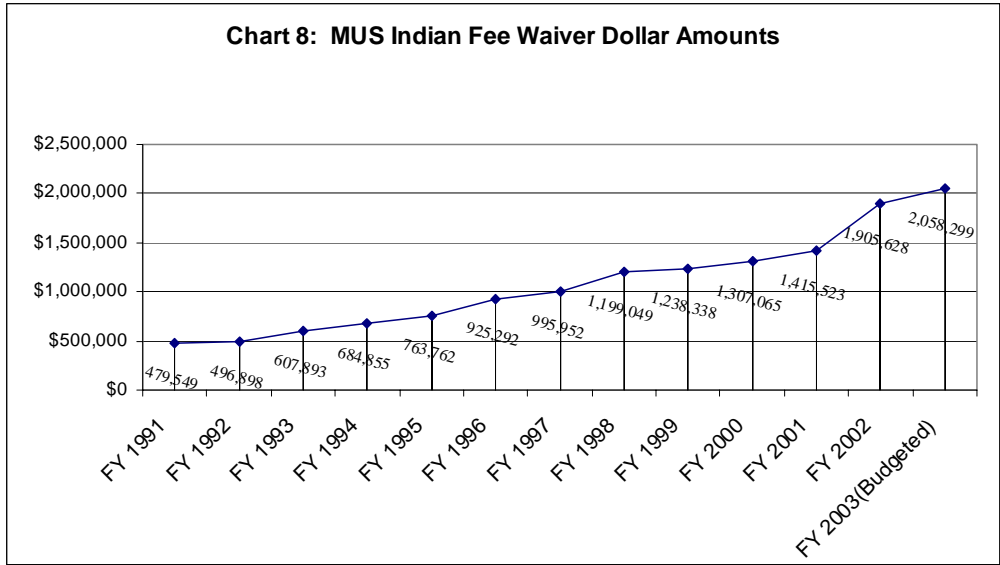
FUNDING: There continues to be steady growth in the number of Indian Fee Waivers awards authorized under Regents' policy 940.13. Charts 6 demonstrates the growth in Indian Fee Waivers by Full-Time Equivalent (FTE) students and dollars expended. There was a 71 percent growth in FTE waiver allotted between Fiscal Year 1991 and Fiscal Year 2002, from 457 funded FTE to 785 in FY 2002.



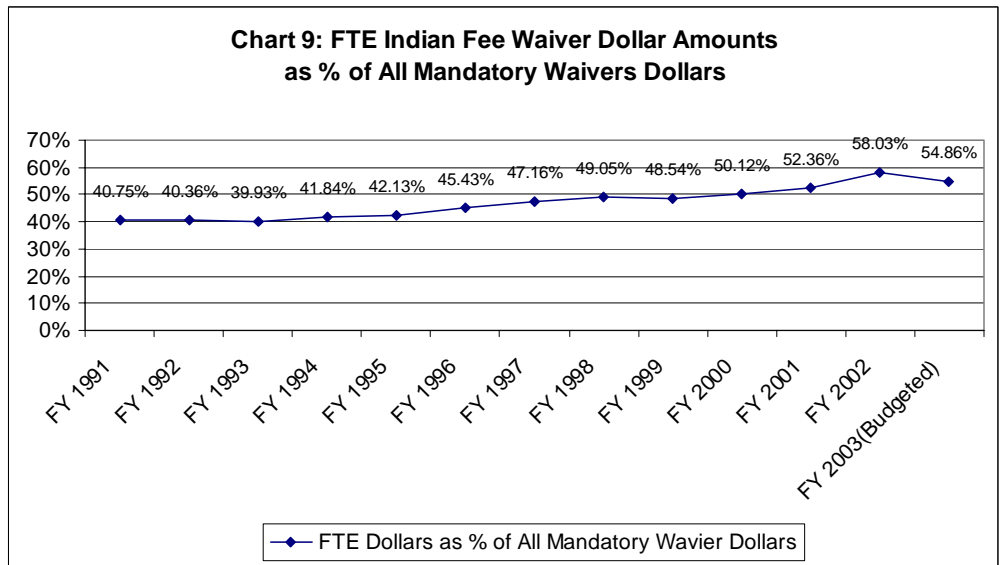
Charts 7 shows that the percentage of Indian Fee Waivers relative to all mandatory Fee Waivers has also been increasing since FY 1991.



Indian Fee Waiver expenditures have also grown steadily from \$472,435 in Fiscal Year 1991 to \$1,905,628 in Fiscal Year 2001 (Chart 8). Average annual undergraduate tuition for the same period rose by 118 percent from \$1,020 in Fiscal Year 1991 to \$2,219 in Fiscal Year 2001. Taking into account this increase in tuition over the same period, data nonetheless reveal an additional 82 percent growth reflecting new investment in American Indian / Alaskan Native students.



Charts 9 shows that the percentage of mandatory fee dollars being spent by the MUS campuses on Indian Fee Waivers is also rising.



COURSEWORK AND PROGRAMS: Campuses offer a variety of courses and programs for students to pursue multicultural or Native American studies (Table 1). Each campus has a general education component related to this field of study, and some campuses require specifically coursework in Native American studies.

Table 1
Diversity Courses- Native American Studies
Summary Totals by Campus

Campus	Type of Course	# of Courses	Enrollment AY 2003
MSU-Billings/Billings COT	Native American Studies	10	520
MSU-Bozeman	Native American Studies	17	1041
MSU-Northern	Native American Studies	6	87
MSU-Great Falls COT	Native American Studies	1	NA
The UM-Missoula/COT	Native American Studies	28	1499
MT-Tech of The U of M/COT	Native American Studies	0	0
U of M-Western	Native American Studies	0	0
UM-Helena COT	Native American Studies	1	NA

Other Coursework:

All campuses offer at least one multicultural course, but several are likely to be developing courses with an American Indian focus.

Table 2
Diversity Courses- Native American Studies
Summary Totals by Campus

Campus	Type of Course	# of Courses	Enrollment AY 2003
MSU-Billings/Billings COT	Art, English, Sociology	4	22
MSU-Bozeman	Anthropology, Art, Education, History, Sociology	6	359
MSU-Northern	Counseling, English, History, Sociology	5	107
MSU-Great Falls COT	Anthropology, Geography, Marketing, Music, Spanish, World Literature	8	NA
The UM-Missoula/COT	African American Studies, Anthropology, Art, Asian Studies, Collaboration and Inclusion, Communications, Counseling, Economics, English Literature Languages, Fine Arts, Foreign Languages (Arabic, Chinese, French, German, Greek, Japanese, Russian, Spanish), Geography, History, Honors Studies, Journalism, Literature, Management, Music, Pharmacy, Philosophy, Political Science, Psychology, Religious Studies, Sociology, Technology, Wildlife Biology, Women Studies	351	8750
MT-Tech of The U of M/COT	Communications, Literature	3	NA

Campus	Type of Course	# of Courses	Enrollment AY 2003
U of M-Western	Sociology, Education	3	22

A complete listing of all courses, by campus, is on file at OCHE.

INDIAN LANGUAGES: Four MUS campuses indicated their practices in credit awards for Indian language proficiency. The University of Montana offers the richest array of opportunities. The catalog notes “Native American language study may be presented for fulfillment of the symbolic systems requirement through certification by the Department of Foreign Languages. Specifically, students seeking to present a Native language for fulfillment of this requirement are generally requested to bring in documentation confirming their language study. Often students are evaluated by native speakers to determine their level of proficiency.

Resources available to research expertise for the study of Indian languages on the UM campus include:

1. Professor Tony Mattina, Linguistics Program, an internationally-known scholar of Salish, has worked with the Colville Salish of Eastern Washington and other Native American nations of the Greater Northwest. He edits Occasional Papers in Linguistics which publishes linguistic studies of national attention. Mattina, an active scholar, maintains an excellent research record in Native American linguistics.
2. The Department of Anthropology has options in linguistics in both undergraduate and graduate linguistics options. The Department allows students to study Native American Indian languages, and that option will soon receive official formalization.
3. Anthropology also houses the Linguistics Laboratory and Reading Room, home to a wide array of materials on linguistics and folklore. The laboratory contains computer equipment and other technology used in the analysis of languages and their structures. The laboratory and reading room maintains a strong collection of material on Native American linguistics. Students may use the laboratory and reading materials for research.
4. Professor Stephen Greymorning, an active researcher in the area of Native American language retention, holds a joint position in Anthropology and Native American Studies.
 - Native American language study to fulfill the symbolic systems requirement for the BA;
 - Evaluation of student proficiency by native speakers;
 - Developing a computer lab to make Native American language materials available to students;
 - Faculty research and publication in Native American linguistics;
 - Anthropology degree with options in linguistics, a departmental linguistics laboratory and reading room which maintains collections on Native American linguistics.

MSU-Northern offers one class entitled “Introduction to Native American Language” and accepts transfer credit from accredited institutions in all Native American languages as an equivalent. MSU-Billings allows for students to challenge any language and, if successful, receive credit through the Foreign Languages Department. Montana Tech has no qualified faculty in Native American Language but works with UM-Missoula faculty to determine credit for language proficiency. Here, again, credit is applicable to meeting general education requirements. MSU-Bozeman does not award credit for native language proficiency including American Indian languages. MSU-Great Falls COT allows students who transfer into the college with courses in language credit towards the multi-cultural/global portion of the general education requirement.

None of the MUS campuses indicated they use Credit by Exam for Native American languages.

TEACHER EDUCATION : Campuses were asked to report on strategies used to recruit Native American students to teacher education and on curriculum target to preparing candidates to work with American Indian / Alaskan Native students.

Recruiting Minority Students

Each campus was asked to describe how they recruit American Indian students into teacher prep programs.

At MSU-Bozeman, the faculty and staff in the College of EHHD assist in the recruiting of students for the teacher prep program by participating in on-campus visits, phonathon efforts from the Office of New Student Services, and visits to the Tribal Colleges. For the 2001-2002 year the Department of Education hired Mr. Mike Jetty to provide leadership in the

recruitment of American Indian students. Mike's continues to work closely with the Tribal Colleges and the Office of Public Instruction on issues promoting access to and success in higher education for all students, especially native students.

MSU-Billings / COT indicated their Coordinator of Multicultural Student Services visits high schools on or near reservations to recruit Native American Students and advisors assist with transfer issues. Staff also visit each of the seven Montana Tribal Colleges annually and regularly host tours. Part of the federal grant which support Native American students enrolled at MSU-Billings in teacher education is used to fund a staff person that assists in recruitment and advising.

At MSU-Northern, The College of Education's faculty, staff and administration work closely with the tribal colleges that serve the reservation communities to collaborate on grants/other external funding projects that promote American Indians' involvement in professional education careers. Two years ago, MSU-Northern joined efforts with the four Hi-Line tribal community colleges to seek Indian Education Professional Development Grants from the Department of Education. Three grants were successful: Blackfeet Community College, Fort Belknap Community College, and Fort Peck Community College. Upon the awards, each community college created a position for a grant director who works closely with education faculty to recruit and retain excellent candidates. Northern staff also work closely with the academic advisors at each of the tribal colleges. Faculty and staff visit each of the tribal colleges on a regular basis for recruiting students and for maintaining and developing relationships with the faculty and staff in each of those communities. Our collaboration continues with submitting grant proposals, whether initiated at the university or community college level, as partners and setting on advisory boards for professional education initiatives or grants. Currently, MSU-Northern is focused on promoting stronger relationships at the faculty and student advisor level. Faculty in similar disciplines are connected with purposeful intentionality for the development of "communities of practice" Plans are to increase the concept of seamlessness between our campuses and programs. In addition, many of education candidates volunteer or work with Upward Bound high school students on campus during the summer.

UM-Missoula/COT listed a number of efforts underway to recruit student:

1. Planning sessions have been underway between Blackfeet Community College and the Department of Curriculum and Instruction to articulate a 2 + 2 degree progression in elementary education.
2. The School of education sent a professor on 4 recruiting trips in '02 - '03 to all MT tribal colleges; applicants in both undergraduate and graduate programs are pending.
3. Dr. Georgia Cobbs taught C&I 200: Intro to Teaching with sessions in Arlee, MT to recruit Native Americans to the School of Education.
4. SOE awarded two summer graduate assistantships to American Indian teachers seeking a master's degree. Both assistantships are awarded for three summers.
5. Recruiting through focused grant programs. The School Psychology Program continues to successfully recruit and retain Native American students. The Montana Health Careers Opportunities Program (HCOP) brings college students to campus to pursue health careers. Several of these students are American Indian. Also, School Psychology personnel describe the program and careers to undergraduate psychology classes and have succeeded in attracting American Indian candidates. Two American Indians have recently graduated, and two currently participate in the fifteen-student program.
6. Mentoring and encouraging American Indian youth to become teachers. During summer 2002, the School of Education again sponsored a summer GEAR UP Camp on campus for disadvantaged youth in middle school, one of 22 camps held around the State. (Montana GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs, and strives to increase significantly the number of low-income students prepared to enter and succeed in post-secondary education.). This one-week resident camp emphasizes acquisition of technology skills. Our 2001 camp had 17 participants, including ten American Indians. Five graduate students in Curriculum and Instruction, including two American Indians, staffed the program.

Montana Tech and The University of Montana-Western have initiated a cooperative program to deliver teacher certification coursework on the Montana Tech campus. Through this program, students complete a Montana Tech degree program plus additional coursework from UM-W. Upon completion of the program, students receive a secondary education certification based upon their chosen Montana Tech degree area

Implementing MCA 20-1-501

The campuses were also asked to describe teacher education programs to assist in implementing Montana Code 20-1-501 (3).

MSU-Billings/ COT follows the State of Montana guidelines for educating teachers. Currently, 10 semester hours in Native American Studies are required of all certified teachers in Montana to be eligible to teach Native American Studies. However, the utilization of a qualified Native American resource person under the supervision of a certified teacher may be used in lieu of the credit requirement. Admission to the Teacher Education Program is granted through the Certification and Field Experiences Office. At MSU-Billings, all students must complete NAMS 181 Introduction to Native American Studies OR NAMS 211 Social Issues of the Native American to qualify.

MSU-Northern teaching program is designed to integrate the American Indian cultural influences that impact the teacher education program throughout the curriculum. Diversity is intentionally infused in all performance indicators with the following criteria: Candidates in the teacher education programs are responsible to have knowledge of state and national standards, including laws that guide educational practice; demonstrate skills in accommodating and adapting curriculum and instruction to meet the intention of 20-1-501(3); skills and dispositions to enhance communicating skills with American Indian parents and families, including outreach into the community. Faculty and education candidates have access to resources (electronic databases and websites) that link them to viable experts and activities to promote gaining competencies to fulfill 20-1-501(3).

At UM-Missoula, The charge of the School of Education MCA 20-1-501 Implementation Task Force is to determine how best to articulate the immediate inclusion of Montana Native American awareness, history, and best teaching practices into the teacher preparation program as well as the professional development for all teachers and administrators in the field. The UM-Missoula pre-service program is the only one in Montana to require a course to be taken from Native American Studies. Six faculty members from across the School of Education were appointed to determine the best direction to take to “ensure that teacher education programs are contributing to the fullest degree possible” in creating Indian education for all.

From its initial meeting, the Task Force has expanded its collaborative efforts with the NAS faculty to ensure that the following content is included in the preparation and professional development of teachers and administrators: a) the history of Montana Indian activities, b) the governmental structure of the 13 tribes and seven reservations in Montana, c) the cultural community of Montana Indians, and d) contemporary issues of the nations. The Task Force’s concentration has been to ensure that all potential and practicing educators have the necessary background to work with Native American students, along with a background of Indian issues to bring to their classrooms and schools. The School of Education Task Force developed focused efforts to strengthen curriculum in support of Montana Indian issues.

Currently The Task Force is preparing a survey to administer to all School of Education faculty members as a way of assessing the current level of implementation of 501. UM-Missoula will also be holding a symposium for School of Education and Native American Studies faculty this spring, inviting tribal historians, educators, and cultural experts to participate. The purpose of the symposium is to discuss and describe programs addressing Indian retention, mentorship, and academic success as well as to present their philosophy of education and share information about key components that need to be included in any effective curricula for in-service and pre-service teachers.

Other efforts of the School of Education include actively working on the Safe Schools Grant and the Earth Orbiting System Grant as well as other educational initiatives with tribal members and colleges across the state. Ongoing programs with Fort Peck, Lame Deer, and Browning explore both educational and life concerns. Extensive work on historical maps and other geographical features have included collaboration with tribal members. In late March, education faculty and others from across campus participated in a panel at the Montana Wyoming Indian Education Association meeting in Helena addressing UM efforts on enrolling and graduating Indian students, increasing employment of American Indian faculty, staff and administrators, enhancing curriculum by inclusion of American Indian content, and UM-M’s plans for implementation of MCA 20-1-501 "Indian Education for All." The Task Force work was an integral part of the panel discussion.

Outside the Task Force, the School of Education has also forwarded articulation agreements with Blackfeet Community College for elementary certification programs and with Salish Kootenai College for early childhood education. Faculty have also collaborated with Continuing Education personnel in drafting a grant proposal to create and deliver classes and professional development opportunities on Native American topics utilizing the expertise of Montana Indians.

Finally, faculty from the SOE participated in the Confluence of Cultures: Native Americans and the Expedition of Lewis and Clark conference held in May 2003. Additionally, UM-Missoula has been working with Ellen Swaney from the Office of Higher Education to secure an exciting workshop on Indian issues and related topics, delivered by faculty from the University of Texas at the end of July. The School of Education will continue to be aggressive in addressing both the spirit and the intent of MCA 20-1-501, "Indian Education for All."

UM-Western The Indian Teacher Education Program (ITEP) has been offered on-site on the Salish Kootenai College campus since 1997. The ITEP Coordinator and the Certification Specialist from Western meet with the advisor and SKC students interested in the ITEP to explain Western's teacher education program, courses, and procedures. The Certification Specialist reviews transcripts of interested students for completion of their associate's degree and their readiness for entrance into the program. Brochures are available at SKC describing the ITEP. Western catalogs are available to prospective students also. Future activity in this program awaits the recruitment of another qualified cohort of students.

Effective Fall Semester 2002, Montana Tech students had access to teacher education courses (secondary education) via a new cooperative agreement with University of Montana-Western by which UM-W will teach coursework on the Montana Tech campus

Appendix A provides the number and percent of total teaching degrees which were awarded by MUS institutions to American Indian students during Academic Year 2001-02.

Appendix B provides a list of specific teacher preparation coursework aimed at assisting teachers in working with American Indian and Other Minority Students.

To increase the number of Native American teachers remains a challenge for Montana's post-secondary institutions. The recent U.S. Department of Education program, Indian Education Professional Development grant, has offered opportunity for collaboration between selected Tribal Colleges and MSU-Northern and MSU-Billings to prepare more American Indian teachers. MSU-Northern reports 19 teaching degrees awarded to American Indians/Alaskan Natives in 2001-2002.

The University of Montana-Western has been engaged since 1997 in a cooperative program with Salish Kootenai College. The Indian Teacher Education Program (ITEP) involves on-site delivery of courses at Pablo. A campus certification specialist works with students to align their associate degree work to fit with the program requirements. UM Western reports graduating seven Native American Teachers in 2001-2002.

SCHOLARSHIPS: The success in fundraising for diversity-targeted scholarships varies from campus to campus as indicated in Table 5.

**Table 3
Diversity Scholarships
Summary Totals by Campus**

Campus	Total Dollars Awarded
MSU-Billings/Billings COT	\$650
MSU-Bozeman	\$67,245
MSU-Northern	\$300
The UM-Missoula/COT	\$206,781
MT-Tech of The U of M/COT	\$82,806
TOTAL	\$357,782.0

A complete listing of scholarships by campus is on file at OCHE.

COOPERATIVE AGREEMENTS (see Appendix C): MUS Campuses are interfacing with Montana tribal governments and tribal colleges in many ways.

Articulation Agreements:

Campuses reported many collaborative arrangements with both Tribal Governments and Tribal Colleges. These include pre-college programs for youth transfer and admissions agreements, as well as research and training grant. This work reflects a significant commitment to partnering and to facilitating access to MUS resources for Native American students and colleagues.

Cooperative Trainings with Tribes/Tribal Colleges:

Grants:

Diversity Trainings: (See Appendix D)

Activities reported in response to the question about diversity training on campus were wide ranging.

**Table 4
Diversity Trainings to Faculty
Summary Totals by Campus**

Campus	Total Trainings Conducted	Approximate # of Participants
MSU-Billings/Billings COT	4	151
MSU-Bozeman	3	760
MSU-Northern	1	4
MSU-Great Falls		
The UM-Missoula	5	111
Missoula COT	2	55
MT-Tech of U of M/ Tech COT	2	43
U of M-Western	0	0
Helena COT	0	0
TOTAL		

**Table 5
Diversity Trainings to Staff
Summary Totals by Campus**

Campus	Total Trainings Conducted	Approximate # of Participants
MSU-Billings/Billings COT	3	130
MSU-Bozeman	2	180
MSU-Northern	1	5
MSU-Great Falls		
The UM-Missoula/COT	13	235
MT-Tech of U of M/ Tech COT	1	1
U of M-Western	0	0
Helena COT	0	0
TOTAL		

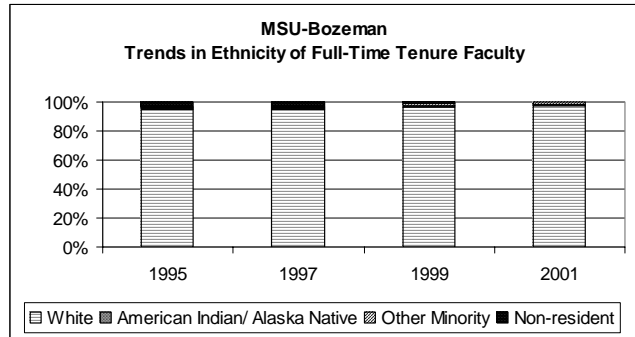
**Table 3
Diversity Trainings to Students
Summary Totals by Campus**

Campus	Total Trainings Conducted	Approximate # of Participants
MSU-Billings/Billings COT	3	85
MSU-Bozeman	4	297
MSU-Northern	1	6
MSU-Great Falls	1	NA
The UM-Missoula/COT	31	8104
MT-Tech of U of M/ Tech COT	2	275
U of M-Western	0	0
Helena COT	0	0
TOTAL		

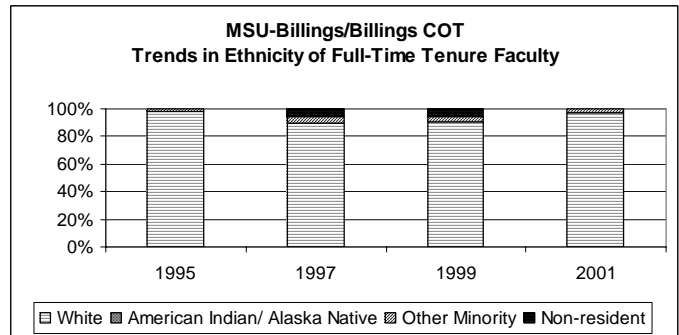
FACULTY AND STAFF:

American Indian / Alaskan Native Tenure Faculty

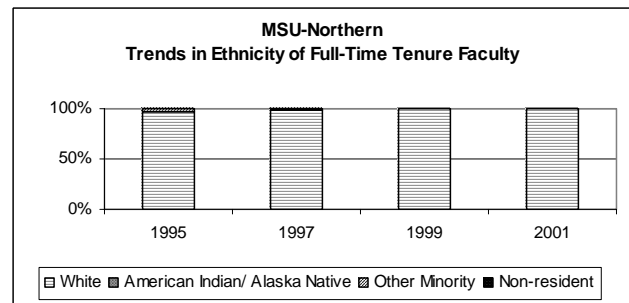
	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	3	3	300	10	0	316
1997	3	3	322	12	0	340
1999	4	6	372	2	0	384
2001	4	6	384	0	0	394



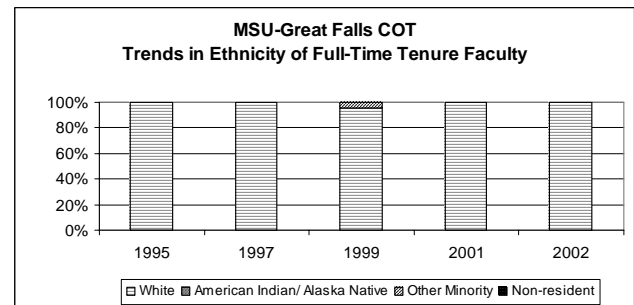
	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	2	84	0	0	86
1997	0	4	80	5	0	89
1999	0	4	84	5	0	93
2001	0	3	102	0	0	105



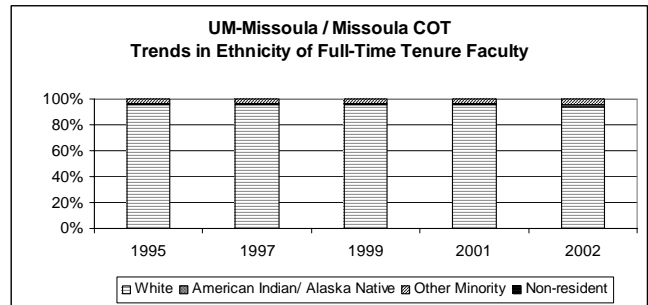
North	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	1	38	0	0	39
1997	0	1	49	0	0	50
1999	0	0	39	0	0	39
2001	0	0	44	0	0	44



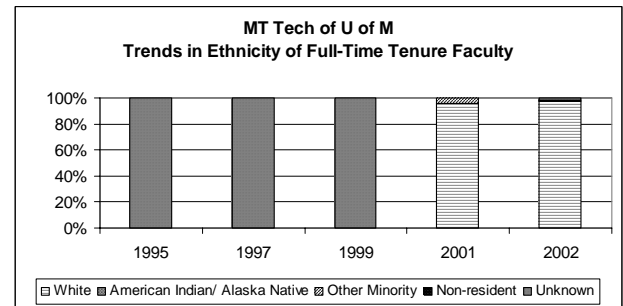
	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	0	19	0	0	19
1997	0	0	21	0	0	21
1999	0	1	20	0	0	21
2001	0	0	14	0	0	14
2002	0	0	13	0	0	13



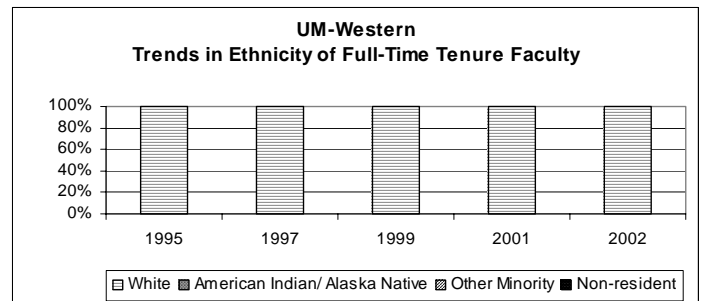
	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	2	9	269	0	0	280
1997	2	9	268	0	0	279
1999	2	10	287	1	0	300
2001	2	10	294	1	0	307
2002	5	11	282	1	0	299



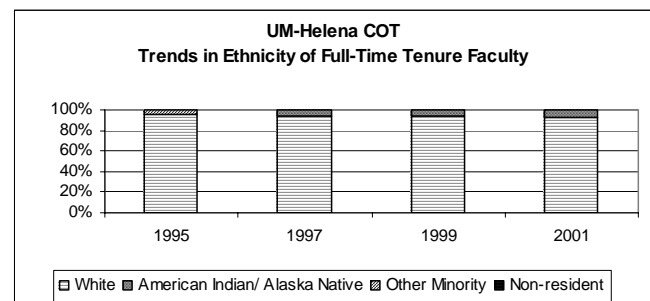
	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	0	0	0	74	74
1997	0	0	0	0	74	74
1999	0	0	0	0	78	78
2001	0	3	65	0	0	68
2002	0	1	71	0	1	73



	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	0	18	0	0	18
1997	0	0	14	0	0	14
1999	0	0	19	0	0	19
2001	0	0	19	0	0	19
2002	0	0	20	0	0	20

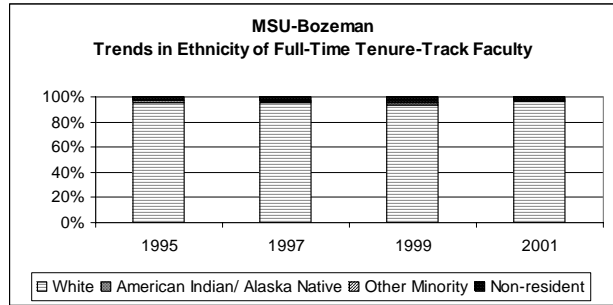


	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	0	18	0	0	18
1997	0	0	14	0	0	14
1999	0	0	19	0	0	19
2001	0	0	19	0	0	19
2002	0	0	20	0	0	20

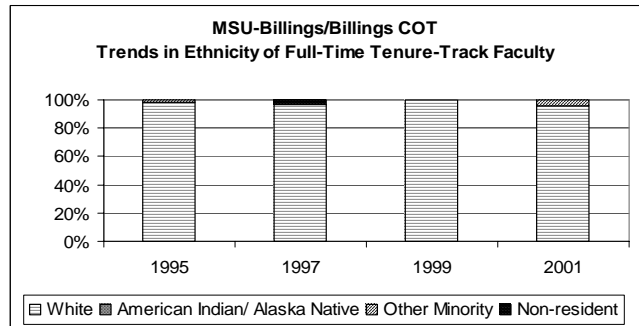


American Indian / Alaskan Native Tenure-Track Faculty

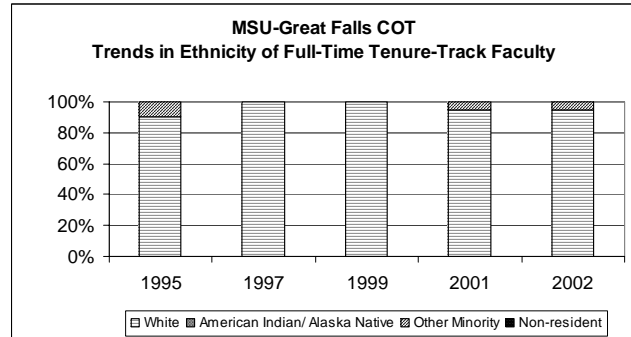
	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	2	0	156	5	0	163
1997	1	2	139	4	0	146
1999	2	1	156	7	0	166
2001	1	1	136	3	0	141



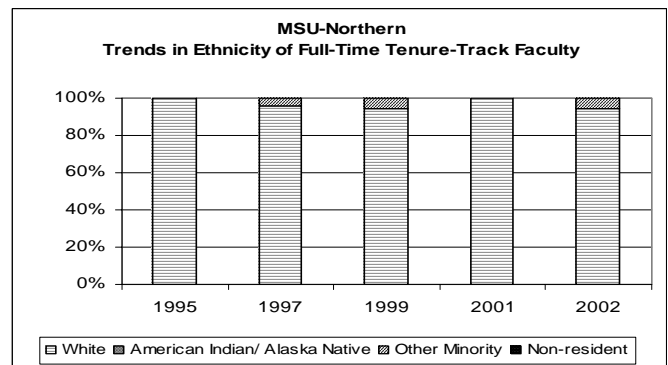
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1995	0	1	60	0	0	61
1997	0	0	65	2	0	67
1999	0	0	45	0	0	45
2001	0	1	22	0	0	23



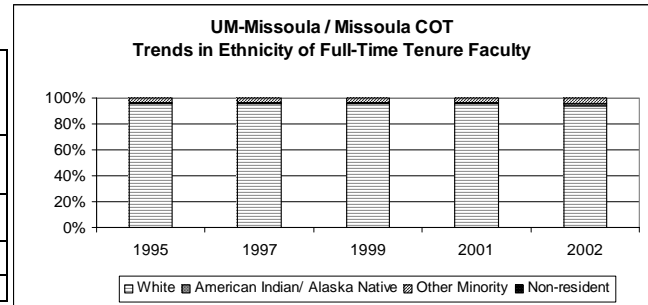
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1995	4	9	127	5	0	145
1997	4	9	123	5	0	141
1999	4	3	120	8	1	136
2001	2	3	97	4	0	106
2002	1	5	116	10	0	132



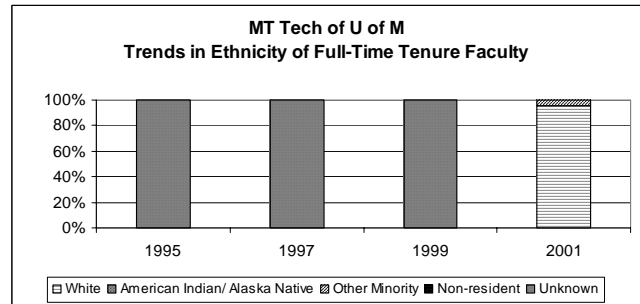
North	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	0	30	0	0	30
1997	0	1	24	0	0	25
1999	0	1	17	0	0	18
2001	0	0	14	0	0	14
2002	0	1	18	0	0	19



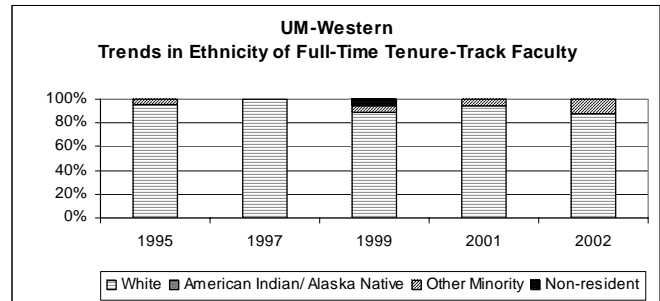
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1995	0	0	0	0	26	26
1997	0	0	0	0	32	32
1999	0	0	0	0	21	21
2001	0	0	29	0	1	30



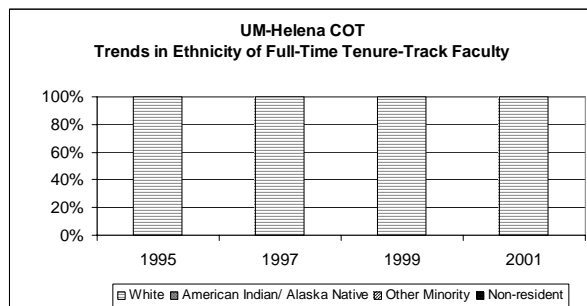
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1995	0	1	9	0	0	10
1997	0	0	9	0	0	9
1999	0	0	9	0	0	9
2001	0	1	18	0	0	19
2002	0	1	19	0	0	20



	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	1	22	0	0	23
1997	0	0	27	0	0	27
1999	0	1	16	1	0	18
2001	0	1	16	0	0	17
2002	0	2	15	0	0	17

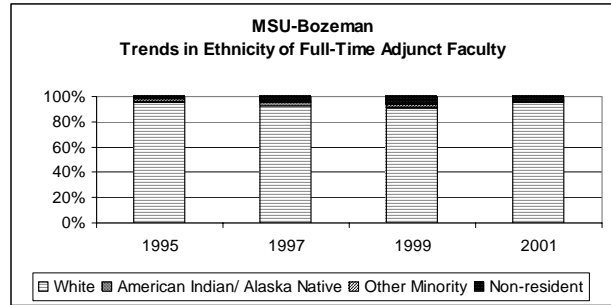


	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	0	9	0	0	9
1997	0	0	10	0	0	10
1999	0	0	17	0	0	17
2001	0	0	22	0	0	22

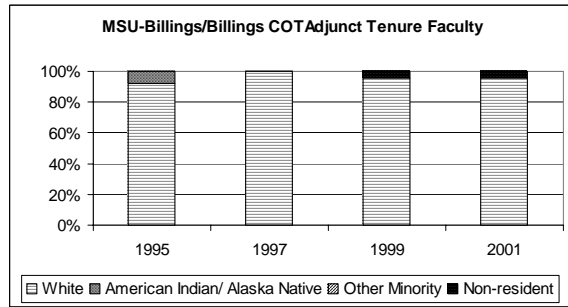


American Indian / Alaskan Native Adjunct Faculty

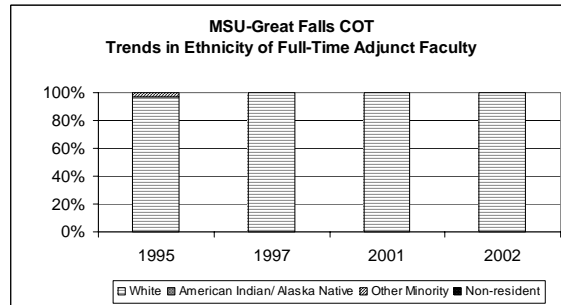
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1995	1	2	134	3	0	140
1997	3	1	115	5	0	124
1999	2	2	136	10	0	150
2001	2	1	144	4	0	151



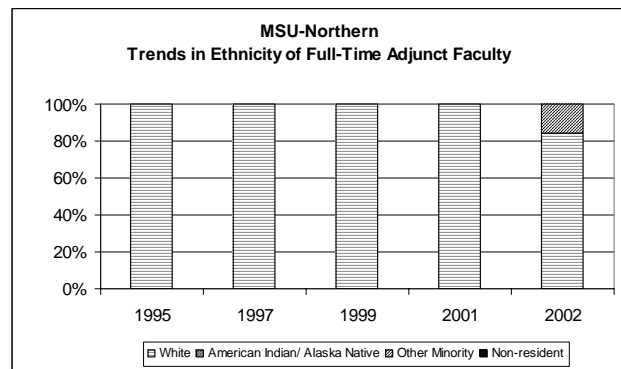
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1995	1	0	12	0	0	13
1997	0	0	11	0	0	11
1999	0	0	22	1	0	23
2001	0	0	23	1	0	25



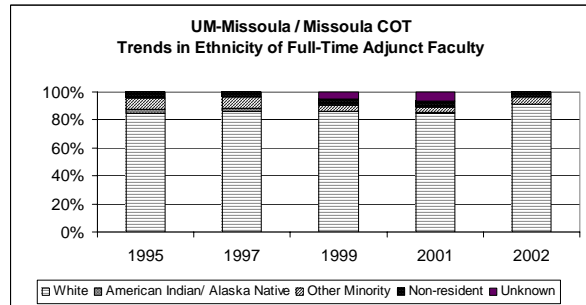
North	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	0	4	0	0	4
1997	0	0	3	0	0	3
1999	0	0	5	0	0	5
2001	0	0	4	0	0	4



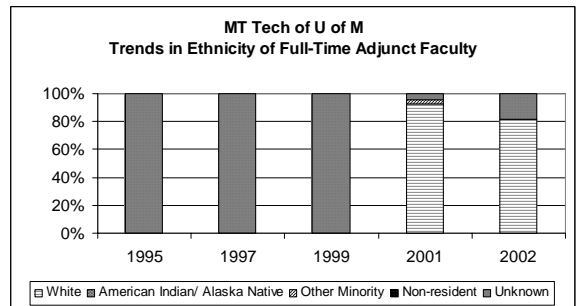
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1995	0	1	32	0	0	33
1997	0	0	9	0	0	9
1999	0	0	0	0	0	0
2001	0	0	3	0	0	3
2002	0	0	3	0	0	3



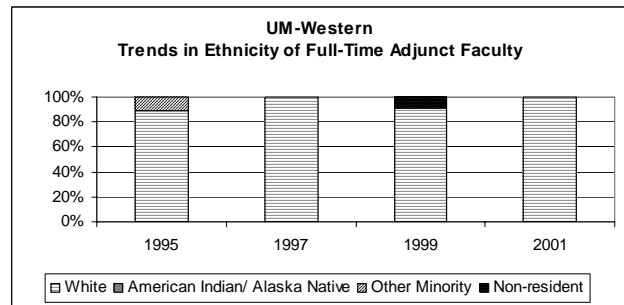
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1995	3	10	101	5	0	119
1997	3	10	110	5	0	128
1999	0	5	102	5	6	118
2001	1	4	95	5	7	112
2002	0	5	83	3	0	91



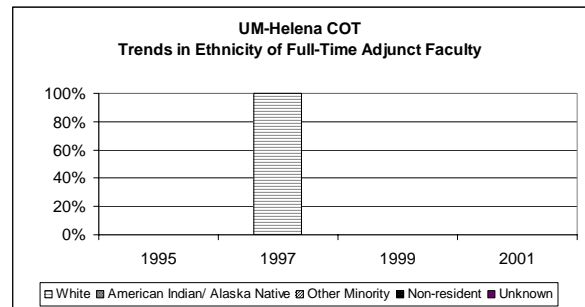
	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	0	0	0	8	8
1997	0	0	0	0	10	10
1999	0	0	0	0	38	38
2001	0	1	39	0	2	42
2002	0	0	36	0	8	44



	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	1	8	0	0	9
1997	0	0	6	0	0	6
1999	0	0	10	1	0	11
2001	0	0	10	0	1	11

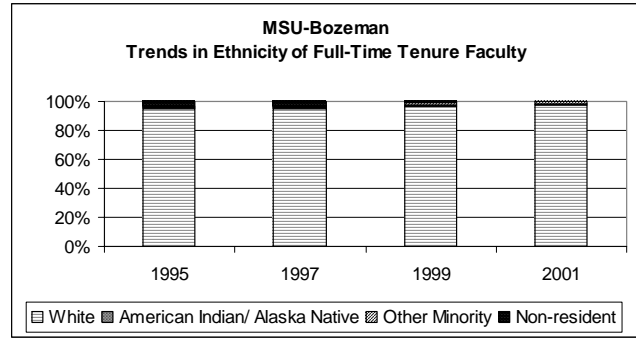


	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	0	0	0	0	0
1997	0	0	4	0	0	4
1999	0	0	0	0	0	0
2001	0	0	0	0	0	0

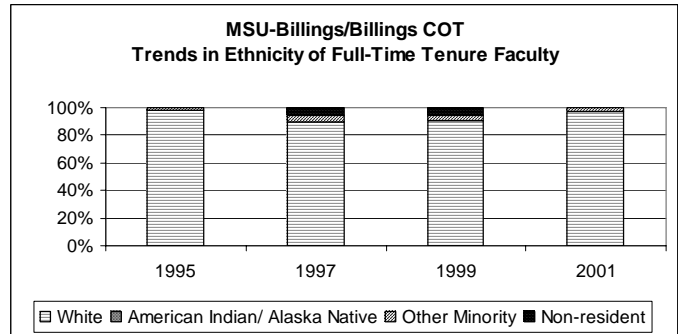


American Indian / Alaskan Native Staff

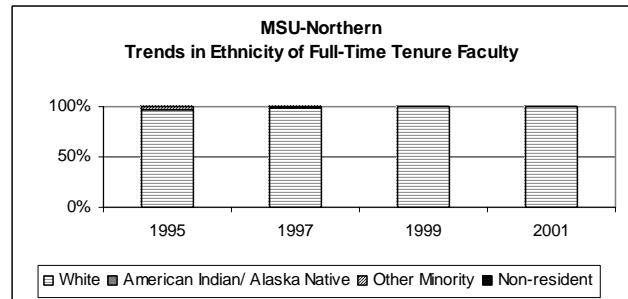
	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	3	3	300	10	0	316
1997	3	3	322	12	0	340
1999	4	6	372	2	0	384
2001	4	6	384	0	0	394



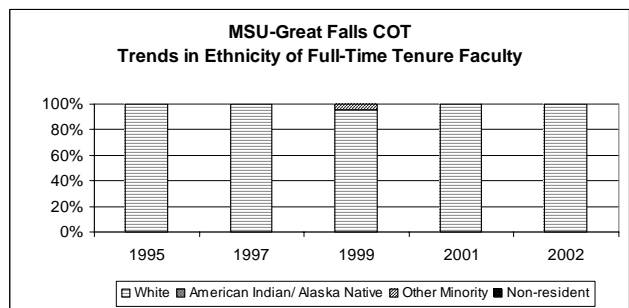
	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	2	84	0	0	86
1997	0	4	80	5	0	89
1999	0	4	84	5	0	93
2001	0	3	102	0	0	105



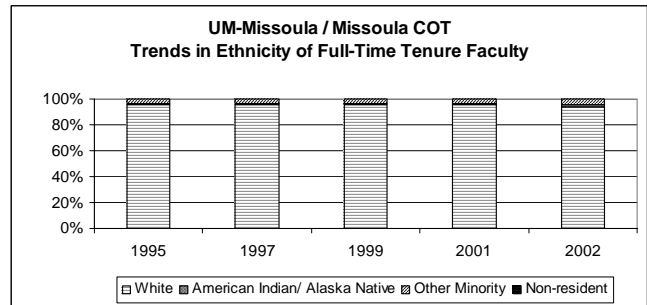
North	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	1	38	0	0	39
1997	0	1	49	0	0	50
1999	0	0	39	0	0	39
2001	0	0	44	0	0	44



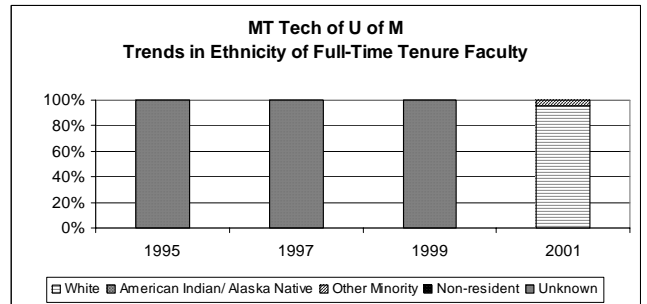
	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	0	19	0	0	19
1997	0	0	21	0	0	21
1999	0	1	20	0	0	21
2001	0	0	14	0	0	14
2002	0	0	13	0	0	13



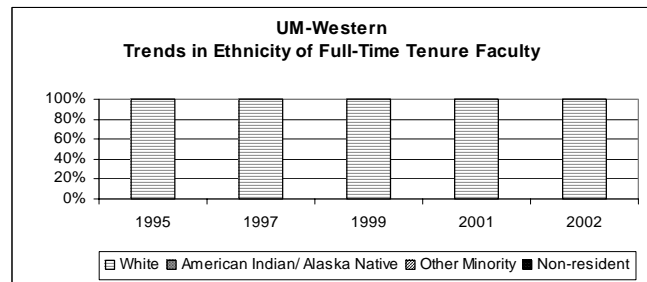
	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	2	9	269	0	0	280
1997	2	9	268	0	0	279
1999	2	10	287	1	0	300
2001	2	10	294	1	0	307
2002	5	11	282	1	0	299



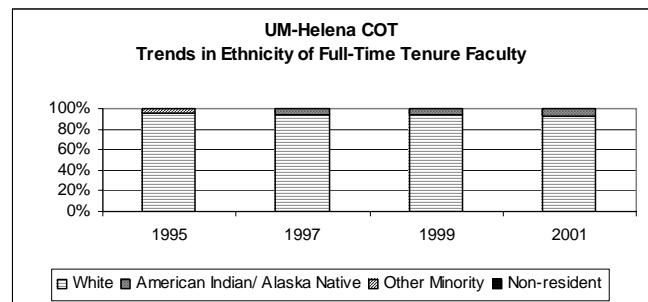
	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	0	0	0	74	74
1997	0	0	0	0	74	74
1999	0	0	0	0	78	78
2001	0	3	65	0	0	68



	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	0	18	0	0	18
1997	0	0	14	0	0	14
1999	0	0	19	0	0	19
2001	0	0	19	0	0	19
2002	0	0	20	0	0	20



	AI / Alaska Native	Other Minority	White	Non-Resident	Un-known	Total
1995	0	0	18	0	0	18
1997	0	0	14	0	0	14
1999	0	0	19	0	0	19
2001	0	0	19	0	0	19
2002	0	0	20	0	0	20



APPENDICES

Appendix A
Number & Percent of teaching degrees awarded to American Indian students during Academic Year 2001-02

Campus	6-Digit CIP	Description	Award	Amer Ind M&F Completions	Total CIP Completions for Level	% of Total
MSU-Billings	13.1001	Special Education	Bachelors	0	44	0.0%
MSU-Billings	13.1202	Elementary Teacher Ed.	Bachelors	2	101	2.0%
MSU-Billings	13.1302	Art Teacher Ed.	Bachelors	1	4	25.0%
MSU-Billings	13.1305	English Teacher Ed.	Bachelors	0	10	0.0%
MSU-Billings	13.1307	Health Teacher Ed	Bachelors	0	7	0.0%
MSU-Billings	13.1311	Math Teacher Ed	Bachelors	0	4	0.0%
MSU-Billings	13.1312	Music Teacher Ed	Bachelors	0	2	0.0%
MSU-Billings	13.1317	Social Science Teacher Ed	Bachelors	0	4	0.0%
MSU-Billings	13.1322	Biology Teacher Ed	Bachelors	0	1	0.0%
MSU-Billings	13.1328	History Teacher Ed.	Bachelors	1	4	25.0%
MSU-Billings	13.1330	Spanish Language Teacher Ed.	Bachelors	0	6	0.0%
MSU-Billings	13.0101	Education General	Masters	2	35	5.7%
MSU-Billings	13.1001	Special Education	Masters	1	17	5.9%
MSU-Billings	13.1101	Counselor Education	Masters	0	9	0.0%
MSU-Billings	13.1315	Reading Teacher Ed	Masters	0	2	0.0%
MSU-Billings	13.1321	Computer Teacher Ed	Masters	0	8	0.0%
MSU-Billings	13.9999	Education Other	Masters	0	2	0.0%
MSU-Northern	13.1202	Elementary Teacher Ed.	Bachelors	7	26	26.9%
MSU-Northern	13.1205	Secondary Teacher Ed.	Bachelors	2	18	11.1%
MSU-Northern	13.1314	Physical Teacher Ed	Bachelors	1	8	12.5%
MSU-Northern	13.1101	Counselor Ed.	Masters	1	15	6.7%
MSU-Northern	13.1202	Elementary Teacher Ed	Masters	0	2	0.0%
MSU-Northern	13.1206	Teacher Ed, Multiple Levels	Masters	0	10	0.0%

Campus	6-Digit CIP	Description	Award	Amer Ind M&F Completions	Total CIP Completions for Level	% of Total
UM-Western	13.1204	Pre-Elem/K.G. Teacher Ed.	Associates	0	9	0.0%
UM-Western	13.1202	Elementary Teacher Ed.	Bachelors	10	66	15.2%
UM-Western	13.1302	Art Teacher Ed.	Bachelors	0	4	0.0%
UM-Western	13.1305	English Teacher Ed.	Bachelors	0	7	0.0%
UM-Western	13.1309	Tech/Industrial Teacher Ed	Bachelors	0	5	0.0%
UM-Western	13.1311	Math Teacher Ed	Bachelors	0	2	0.0%
UM-Western	13.1312	Music Teacher Ed	Bachelors	0	1	0.0%
UM-Western	13.1314	Physical Ed Teacher Ed	Bachelors	0	4	0.0%
UM-Western	13.1316	Science Teacher Ed	Bachelors	0	3	0.0%
UM-Western	13.1318	Social Studies Teacher Ed	Bachelors	1	15	6.7%
UM-Missoula	13.0101	Education General	Bachelors	0	1	0.0%
UM-Missoula	13.1202	Elem Ed Teacher Ed.	Bachelors	0	95	0.0%
UM-Missoula	13.1303	Business Teacher Ed.	Bachelors	1	7	14.3%
UM-Missoula	13.1314	Phys Ed Teacher Ed	Bachelors	3	46	6.5%
UM-Missoula	13.0101	Education General	Masters	1	38	2.6%
UM-Missoula	13.0301	Curriculum Ed	Masters	1	29	3.4%
UM-Missoula	13.0401	Ed. Administration	Masters	1	29	3.4%
UM-Missoula	13.1314	Phys Ed Teacher Ed	Masters	0	11	0.0%
UM-Missoula	13.0301	Curriculum Ed	Doctorate	0	2	0.0%
UM-Missoula	13.0401	Ed. Administration	Doctorate	0	4	0.0%
UM-Missoula	13.1101	Counselor Ed	Doctorate	0	1	0.0%
UM-Missoula	*	Secondary Teacher Ed (* Major in Dept. of Teaching Area)	Bachelors	2	104	1.9%
MSU-Bozeman	13.1202	Elementary Teacher Ed.	Bachelors	2	115	1.7%
MSU-Bozeman	13.1205	Secondary Teacher Ed.	Bachelors	1	26	3.8%
MSU-Bozeman	13.1301	Agricultural Teacher Ed.	Bachelors	1	14	7.1%

Campus	6-Digit CIP	Description	Award	Amer Ind M&F Completions	Total CIP Completions for Level	% of Total
MSU-Bozeman	13.1309	Tech/Industrial Arts Teacher Ed.	Bachelors	0	17	0.0%
MSU-Bozeman	13.1312	Music Teacher Ed.	Bachelors	0	10	0.0%
MSU-Bozeman	13.0101	Education General	Masters	0	33	0.0%
MSU-Bozeman	13.1301	Agricultural Teacher Ed.	Masters	0	2	0.0%
MSU-Bozeman	13.1316	Science Teacher Ed.	Masters	0	21	0.0%
MSU-Bozeman	13.0101	Education General	Doctorate	0	8	0.0%

Appendix B

Teacher Preparation Coursework for working with Native American Students

Campus	Type (FT, Video, Internet etc.)	Course #	Course Title	Credits	Pre-requisite	Description	Enrollment AY 2003
MSU-Billings	FT	NAMS 181	Introduction to Native American Studies	3 cr.	None	Covers the scope and concepts of American Indian Studies. Provides a general overview of Indian culture, sociology, values, and history from both a national and regional perspective. Considers the interaction between Indian and non-Indian culture.	144
MSU-Billings	FT	NAMS 211	Social Issues of Native Americans	3 cr.	None	Analytical and evaluative examination of the sociology of Native Americans. Emphasis on the issues raised by the interface of the Native American culture and values with the majority cultures of the United States, including problem areas such as alcoholism, alienation, education, health, crime, and intercultural relations.	295
MSU-Billings	FT	NAMS/ ENGL 303	Literature of the American Indian	3 cr.	One lower division course in English or Native American Studies	Fictional and non-fictional oral, written, and visual literature pertaining to Native Americans and created by Indians and non-Indians including traditional literature such as legends, myths, teaching stories, humor, songs, orations, dramas, captivity accounts, sign language, winter counts, and hide paintings; contemporary literature such as poetry, songs, short stories, novels, humor, newspapers, theatricals, movies, television, and picture books; and translation, interpretation, and criticism, with insight drawn from Indian cultural traditions, the humanities, and the social sciences.	13
MSU-Billings	FT	NAMS/ POLS 314	The Indian and the Law	3 cr.		Covers the development of federal, state, and tribal statutes dealing with Native Americans' judicial decisions that have significant input on the legal status of Indian tribes and individuals; and federal agency policy which constitutes administrative law for tribes. Discusses the impact of Western European and United States jurisprudence on the history and culture of the Indian.	0

Campus	Type (FT, Video, Internet etc.)	Course #	Course Title	Credits	Pre-requisite	Description	Enrollment AY 2003
MSU-Billings	FT	NAMS 327	Montana Indian Groups Prior to 1862	3 cr.		Provides a description and analysis of Indian tribes and groups which lived in, used, or migrated through the area which is now Montana from at least 10,000 BC to 1862 AD. Attention is given to the basic characteristics of Montana Indian groups, intercultural relations, and culture change, including prehistory and protohistory, the impact of Euro-American exploration, the fur trade, and early Westward expansion. Attention is paid to methods and findings derived from archaeology, oral traditions, ethnographic studies, and historical sources.	12
MSU-Billings	FT	NAMS 328	Montana Indian Groups From 1862 to the Present	3 cr.		Provides a description and analysis of Indian tribes and groups, which lived in, used, or migrated through the area which is now Montana from 1862 to the present. Attention is given to the basic characteristics of the Montana Indian groups, intercultural relations, culture change, and the persistence and revival of Indian culture, including the impact of Euro-American expansion in connection with gold discovery, Indian wars, development of the reservation system, World Wars I and II, citizenship, the New Deal, the War on Poverty, civil rights movement, urbanization, and other contemporary issues. Attention is paid to methods and finds derived from oral traditions, ethnographic studies, historical sources, and contemporary media.	14
MSU-Billings	FT	NAMS/ POLS 413	Native American Philosophies and Religions	3 cr.	One lower division course in Religion, Philosophy, or Native American Studies	Covers Native American philosophies and religions, including basic types and elements of traditional beliefs, ceremonies, holy objects, practitioners, visions, and world views; influence of Christianity through missionaries, federal Indian policy, nativistic movements, and syncretism; and contemporary perspectives such as the Native American Church, Sun Dance, God is Red theology, and revitalization. Special attention is paid to selected Indian tribes.	14
MSU-Billings	FT	NAMS/ ART 439	Survey of American Indian Art.	3 cr.		Presents an overview and analysis of Native American art forms, techniques, and traditions. Background and interpretation of traditional and contemporary styles and symbols important to both tribal and individual expression. Includes discussion of tribal arts and crafts associations, markets and exhibitions, and federal laws.	0

Campus	Type (FT, Video, Internet etc.)	Course #	Course Title	Credits	Pre-requisite	Description	Enrollment AY 2003
UM-Western		ED 360	Children's Lit	3	TEP	Upon completion of the course students will be familiar with the historical background of children's literature--authors, illustrations, classification, and storytelling	89
UM-Western		ED 377	Tech Ed for Elem Tchrs	2	TEP, ED 370	The courses is designed to prepare elementary teachers with skills and acitivities which can be integrated with other areas of instruction.	48
UM-Western		ED 381	Lit & Assessment	3	TEP	Upon completion of this course, students will be familiar with assessment and instruction for reading and writing variations in the K-8 program.	46
UM-Western		ED 370	Lit & Language	3	MUS 101, TEP, Coreq: ED 380	Upon completion of this course students will have investigated concepts related to the K-8 reading and writing program.	47
UM-Western		ED 379	Music for Elem Tchrs	2	TEP	An exploration of techniques and materials relevant to the instruction of music performing, creating, listening, and valuing in the context of the elementary school classroom.	43
UM-Western		ED 374	Elem School HPE	2		Upon completion of the course, a student will understand and apply concepts specific to planning, organizing, and teaching an elementary health and physical education program.	49
UM-Western		HIST 371	MT and the Amer West	3		An examination of the development of America's western territories, with special emphasis on Montana history, Native American cultures, and the background of contemporary issues relating to the lands west of the Mississippi River.	96
UM-Western		ED 250	Child & Adolescent Growth & Development	3		Students will examine, analyze, and apply research, theories, and issues concerning basic biosocial, cognitive, and psychosocial developmental stages from conception through childhood and adolescence.	227
UM-Western		ART 101	Fund of Art	2		A beginner's art course which includes the introduction to the study of color, principles of design and drawing, as well as various art media and art techniques.	70
UM-Western		MUS 101	Music Fundamentals	2	HPE 102	Students completing this course will be able to read simple melodies at the keyboard and use other formal elements of music in a variety of applications.	63

Campus	Type (FT, Video, Internet etc.)	Course #	Course Title	Credits	Pre-requisite	Description	Enrollment AY 2003
UM-Western		HPE 241	Health Ed	3	MUS 101, TEP, Coreq: ED 380	Introduction to fundamental concepts of sexually transmitted disease, communicable and non-communicable disease, congenital disease, consumer health, environmental health, personal health, human sexuality and contraception, and safety education.	63
UM-Western		ED 379	Music for Elem Tchrs	2	TEP, coreq: 331 & 341	An exploration of techniques and materials relevant to the instruction of music performing, creating, listening, and valuing in the context of the elementary school classroom.	46
UM-Western		ED 301	Foundations of Ed	2	TEP, coreq: 301 & 341	Relates educational philosophy to goals and methods; provides philosophical, sociological, historical, and psychological rationale for instruction; provides understanding of history and process of curriculum development and provides knowledge of school law, organization, and finance.	60
UM-Western		ED 331	ED Psych, Mngmt, & Assess	3	TEP, coreq: 301 & 331	Students will understand and apply theories and research about learning, development, cognition, assessment, motivation, and management and teaching strategies.	121
UM-Western		ED 341	Exceptional Learner	2	TEP	An introduction to learners with a range of special needs including disabilities, at risk, gifted, and culturally different.	108
UM-Western		ED 425	Cultures, Schools, and Communities	3	TEP	The courses is designed to prepare elementary teachers with skills and acitivities which can be integrated with other areas of instruction.	22
UM-Western		ED 435	Curriculum for Diverse Learners	2		Upon completion of this course students will have explored and used a variety of instructional strategies, curricula modifications, and adaptations for specific content areas, as well as formulating student management approaches for individuals with diverse special needs.	20
UM-Missoula		C&I 495/03	Integrated Indian Education for All in MT	3	None	Assists MT teachers implement content for their classes.	12
MSU-Bozeman		EDCI 240	Introduction to Multicultural Education	2 Cr.	none	Examination of the impact of cultures on present educational process and recognition of the multicultural nature of U.S. society through multiple perspectives of ethnic diversity in relation to learning and teaching. Recently modified to place a strong emphasis on Indian education.	217

Campus	Type (FT, Video, Internet etc.)	Course #	Course Title	Credits	Pre-requisite	Description	Enrollment AY 2003
MSU- Bozeman		EDSD 363	Multicultural Education	1 Cr.	EDCI 360	Provides students with an opportunity to reflect on their own culture/heritage as they explore the backgrounds and experiences of other cultural groups in this country. An emphasis is placed on democratic community building in a multicultural society. Recently modified to place a strong emphasis on Indian education.	115

Appendix C
Cooperative Agreements

Articulation Agreements		
Campus	Collaborating Institutions	Description
MSU-Northern	Blackfeet Community College, Fort Belknap Community College, Fort Peck Community College, and Stone Child Community College	Articulation agreements for 2+2 Elementary Education programs are reviewed and revised yearly to reflect any catalog or program changes.
MSU-Northern	Fort Peck Community College	Articulation agreements for 2+2 General Science Education and Biology programs are reviewed and revised yearly to reflect any catalog or program changes.
MT Tech / COT	Blackfeet Community College, Dawson Community College, Dull Knife Memorial College, Fort Peck Community College, Little Big Horn College, Miles Community College, Salish-Kootenai College, Stone Child College	Transfer Agreements (guidelines) exist for the following tribal colleges, and community colleges on or near Indian reservations that serve a Native American population
MT Tech / COT	Flathead Valley Community College	Dual Admission-Concurrent Application
UM-Missoula /COT	Blackfeet Community College, Dull Knife Memorial College, Fort Belknap Community College, Fort Peck Community College, Little Big Horn College, Salish-Kootenai College, Stone Child College	Articulation Agreements
MSU-Billings/COT	Blackfeet CC, Fort Belknap CC, Fort Peck CC, Chief Dull Knife CC, SKC CC	Dual Admission Agreements
MSU-Billings/COT	Blackfeet CC, Fort Belknap CC, Fort Peck CC, Chief Dull Knife CC, SKC CC, Little Big Horn CC, Stone Child CC	Yearly Update of Equivalency Guide and 2 plus 2 programs

MSU-Great Falls COT	Blackfeet Community College, Dull Knife Memorial College, Fort Belknap Community College, Fort Peck Community College, Little Big Horn College, Salish- Kootenai College, Stone Child College	Articulation Agreements
MSU-Bozeman	Blackfeet Community College, Dull Knife Memorial College, Fort Belknap Community College, Fort Peck Community College, Little Big Horn College, Salish- Kootenai College, Stone Child College	All Tribal College Catalogs have been evaluated and course equivalencies can be found at https://atlas.montana.edu:9000/pls/bzagent/hwzcxfer.p_selstate
MT Tech COT	Blackfeet Community College, Sallish-Kootenai College, Stone Child College, Fort Belknap College, Little Big Horn College	Montana Tech COT honors agreements with these colleges who have developed TECH PREP agreements with high schools in their region.

Programs or cooperative trainings with tribes or tribal colleges			
Campus	Collaborating Institutions	Faculty / Staff Contact at each institution	Purpose
MSU- Northern	Blackfeet Reservation in Browning, Flathead Reservation at Salish Kootenai College, Fort Peck Reservation in Wolf Point, Rocky Boy Reservation at Stone Child College, and Fort Belknap at Fort Belknap College	Eleanor Martin, MSU-Northern; Glenda Gilham, Browning; Linda Ornowski, Pablo; Shelley Martins, Fort Peck; Mike Ley, Fort Belknap and Rocky Boy	Educational Opportunity Center (EOC) sites
MSU- Northern	Fort Peck Community College	Donna Buckles-Whitmer	General Science Education and Biology baccalaureate degrees
MT Tech / COT	All MUS Colleges of Technology		Bachelor of Applied Science Degree
UM- Missoula /COT	Mental Health Careers Opportunity Program (MHCOP)	Nabil Haddad, Ph.D.	Provides students from Native American communities with mental health career opportunities.
UM- Missoula /COT	Indians into Psychology (INPSYCH)	Gyda Swaney, Ph.D.	Collaborate with tribal colleges to train and recruit NA students into careers in Psychology.
UM- Missoula /COT	Tribal College Rural Systemic	Patrick Weasel Head	Recruitment/information dissemination
UM-	SKC College	Dr. Joseph McDonald	Recruitment/information dissemination

Programs or cooperative trainings with tribes or tribal colleges			
Campus	Collaborating Institutions	Faculty / Staff Contact at each institution	Purpose
Missoula /COT			
UM-Missoula /COT	Ft. Peck Community College	Deborah Wetsit	Recruitment/information dissemination
UM-Missoula /COT	Blackfeet Community College	Dorothy Still Smoking	Recruitment/information dissemination
UM-Missoula /COT	Cankdeska Community College	John Lohnes	Recruitment/information dissemination
UM-Missoula /COT	Sinte Gleska University	Dina Begay	Recruitment/information dissemination
UM-Missoula /COT	Si Tanka College	Sherry Means	Recruitment/information dissemination
UM-Missoula /COT	Wind River School District	Molly Holt	Recruitment/information dissemination
UM-Missoula /COT	Chippewa Cree Health Center	Dr. James Eastlick, CEO	Recruitment/information dissemination
UM-Missoula /COT	Missoula Indian Center	Peggy Cochran	Recruitment/information dissemination
UM-Missoula /COT	Title IV Indian Ed., Missoula	Gail Becker	
MSU-Billings/COT	Crow Agency	Sandra Rietz/Kay Streeter	Literacy Development
MSU-Billings/COT	Chief Dull Knife CC, Fort Peck CC. Little Big Horn CC, Stone Child	MS Fishbaugh	Offer SPED Courses for Endorsement
MSU-Great Falls COT	SKC CC		MSU--Great Falls College of Technology has established an "advisory pipeline" for students at other Montana Colleges interested in being admitted to the dental hygiene program; one of these pipelines exists

Programs or cooperative trainings with tribes or tribal colleges			
Campus	Collaborating Institutions	Faculty / Staff Contact at each institution	Purpose
			with Salish-Kootenai College.
MSU-Bozeman	American Indian Research Opportunities (AIRO)--consortium with 7 tribal colleges Little Big Horn College, Chief Dull Knife College, Salish Kootenai College, Fort Belknap College, Fort Peck Community College, Blackfeet Community College, Stone Child College.	LBHC- Donna Wald DKMC- Bob Madsen SKC- Billie Jo Kipp FBC- Mary John Taylor FPCC- Glenn Black BCC- Bev Atwell SCC- Doug Crebs	To provide opportunities for American Indian students in career fields such as science, technology, engineering, and math where they are significantly underrepresented.
MSU-Bozeman	Bridges (under AIRO)--Fort Belknap, Fort Peck, and Little Big Horn Colleges	LBHC-Dr. Donna WaldFPCC—Dr. Christine Holler-DinsmoreFBC—Catherine Weigand	To help tribal college students transfer successfully to four-year institutions.
MSU-Bozeman	Little Big Horn College, Chief Dull Knife College, Fort Belknap College, Fort Peck Community College, Blackfeet Community College, Stone Child College.	Julene Kennerly, Blackfeet Community College; Bob Madsen, Chief Dull Knife College; Robert Small, Stone Child Community College; Mary John Taylor, Fort Belknap Community College; Deborah Wetsit Little Sun, Fort Peck Community College, (replacement to be named soon); David Yarlott, Little Big Horn College	MSU-UM BRIN Grant with formal agreements with six Tribal Colleges.
MSU-Bozeman	MSU/Stone Child College	as above	Montana BRIN Grant conducted a faculty networking forum jointly with SCC at their campus
MSU-Bozeman	Little Big Horn College, Chief Dull Knife College, Fort Belknap College, Fort Peck Community College, Blackfeet Community College, Stone Child College.	as above	Montana BRIN Grant -Tribal College science faculty from six tribal colleges participate in the Summer Faculty Institute and Faculty Networking Forum
MSU-Bozeman	Little Big Horn College, Chief Dull Knife College, Fort Belknap College, Fort Peck Community College, Blackfeet Community College, Stone Child College.	as above	Montana BRIN- Provides opportunities for student from all of Montana's Tribal Colleges to participate in a summer undergraduate research

Programs or cooperative trainings with tribes or tribal colleges			
Campus	Collaborating Institutions	Faculty / Staff Contact at each institution	Purpose
			program in the biomedical sciences.
MSU-Bozeman	5-day field course at Fort Belknap for Educators	MSU Leader: Bonnie Sachatello-Sawyer	Native Waters, an outreach program based at Montana State University - Bozeman, is dedicated to increasing awareness and respect for tribal water resources. This community education initiative supports the efforts of tribal leaders, educators, and students to develop contemporary, scientifically accurate, and culturally sensitive water education resources, programs and networking opportunities.
MSU-Bozeman	5-day field course at Fort Belknap and Rocky Boys Reservations for young leaders	MSU Leader: Bonnie Sachatello-Sawyer	The goal of these camps, open to all youth currently in grades 9-12 living on or near tribal communities in the Missouri River Basin: Montana, Wyoming, North Dakota, South Dakota, Nebraska, and Kansas, is to learn about water and the environment, tribal cultures, and improve your problem-solving, leadership, and teamwork skills.
MSU-Bozeman	All tribal colleges	Librarians from all tribal colleges	MSU Libraries conducts annual Tribal College Librarians Professional Development Institute (10 years), which impacts both Tribal College librarians and those at MSU-Bozeman who also participate.
MSU-Bozeman			MSU Extension agreements fund programs at all seven Tribal Colleges
MSU-Bozeman			MSU Extension Indian Reservation Program funds Extension Agents on the Blackfeet, Flathead, Ft. Belknap and Northern Cheyenne Reservations.

Programs or cooperative trainings with tribes or tribal colleges			
Campus	Collaborating Institutions	Faculty / Staff Contact at each institution	Purpose
MSU-Bozeman	MSU Ecology Dept/Little Big Horn College	Dr. Mark Taper Ecology/Mari Eggers Little Big Horn College	Working together collaborating reseach equipment at MSU to be used in water testing at the tribal college
MSU-Bozeman	MSU Land Resources and Environmental Sciences Dept/Montana Tribal College	Dr. Jim Bauder/Mari Eggers Little Big Horn College	Working together collaborating reseach equipment at MSU to be used in water testing at the tribal college
MSU-Bozeman	Little Big Horn College, Chief Dull Knife College, Fort Belknap College, Fort Peck Community College, Blackfeet Community College, Stone Child College.	MSU-Bozeman-Kay Chafey; LBHC-Donna Wald; CDKC-Ricarda Hanson; FBCC-Kathy Weigand; SCCC-Erica McKeon; BCC-Mike McKay; FPCC-TBD none yet	Caring for Our Own (Division of Nursing, BHPr, HRSA)--to improve recruitment, retention and graduation of Native American nurses.
MSU-Bozeman	Northern Cheyenne, Crow, Rocky Boy and Fort Belknap reservations	MSU-Kim Obbink	Digital Cultural Heritage Project (funded by Dept. of Commerce) The goal is to make high-end digital equipment available for training reservation residents to digitize cultural information and create web pages.
MSU-Bozeman	Montana Middle Schools (Grade 6,7,8)	School contacts: Principals, counselors, math/science teachers, GEAR-UP/Tribal Education Liaisons; MSU Contact: Franci Taylor/ Montana AHEC (994-6001)	to recruit and encourage American Indian middle school students to pursue careers in health fields
MSU-Bozeman	Montana High Schools	School contacts: Principals, counselors, math/science teachers MSU Contact: Larry Jackson/Montana AHEC (994-6001)	to encourage underrepresented Montana high school juniors and seniors (low income, ethnic minority, rural) to pursue careers in medicine by attending a six-week, in residence campus summer program
MSU-Bozeman	Youth and Elderly Diabetes Project on the Northern Cheyenne Indian Reservation	Contact: Linwood Tallbull (477-8707); MSU Contact: Heather Fink/Montana Office of Rural Health (994-5553)	to provide health and diabetes education utilizing the elders of the Northern Cheyenne Reservation to transfer knowledge within the community in a culturally sensitive, respectful and appropriate manner

Programs or cooperative trainings with tribes or tribal colleges			
Campus	Collaborating Institutions	Faculty / Staff Contact at each institution	Purpose
			(subcontract under the Montana Faith-Health Demonstration Project in the Montana Office of Rural Health)

Programs or cooperative trainings with tribes or tribal colleges			
Campus	Collaborating Institutions	Faculty / Staff Contact at each institution	Purpose
MSU-Bozeman	All Tribal Colleges and K-12 Schools on all reservations	Chief Dull Knife College-President, Academic Dean, RSI Director; Little Big Horn College-President, Faculty; Ft. Peck Community College-Faculty, RSI Director; Ft. Belknap College-President, Faculty, RSI Director; Stone Child College-Faculty; Blackfeet Community College-Faculty, RSI Director; Salish Kootenai College-Academic Dean, RSI Director; Superintendent or Principals at: Hardin School District, Lodge Grass School Dist., Plenty Coups/ Pryor School Dist., Wyola School Dist.,Pretty Eagle Catholic School, St. Charles Catholic School, N. Cheyenne Tribal School, Lame Deer School Dist., Colstrip School Dist., St. Labre Catholic School, Ashland Public School, Poplar School Dist., Brockton School Dist., Wolf Point School Dist., Frontier School Dist.,Hays Lodge Pole School Dist.,Box Elder School Dist., Rocky Boy School Dist., Browning School Dist., Heart Butte School Dist., Polson High School Dist., St. Ingatius School Dist.	The new Center for Learning and Teaching in the West is a consortium of five universities--Montana State University-Bozeman, the University of Montana, Portland State University, Colorado State University and the University of Northern Colorado -- in partnership with Ft. Belknap College in Montana, the Portland Public Schools, and rural and reservation schools in Montana and Colorado. e goal of the consortium is to increase the number of qualified mathematics and science teachers at all educational levels, from K-12 schools to research universities. The center provides professional development and support to mathematics and science teachers in low-income and high-minority schools in the West. It also will investigate how technology can be used to improve graduate education programs and to better prepare leaders in science and mathematics. As part of its educational activities, the center will involve instructors in Montana's tribal colleges and reservation schools, Colorado's rural communities, and Portland's inner city, providing professional development and state-of-the-art educational opportunities.
MT Tech COT	St. Ignatius High School		Educate five H.S. students in Certified Nurse Assistant Program

Grants and subcontracts received by <u>MUS campus</u> from the tribal colleges or for the benefit of tribal colleges								
Campus	Total Funding Award	Title	Description	Collaborating Institutions	Subgrant description and funding levels	Funding Source(s)	Time Frame	Contacts at each institution
MSU-Northern	\$98,040	Biomedical Research Network (BRIN)	Provides among other things for efforts to extend upper division Science Education and Biology programs to regional tribal graduates.	Fort Peck Community College		National Institutes for Health - Subcontract with MSU-Bozeman	2001-2004	Dr. Will Rawn, MSU-Northern Donna Buckles-Whitmer, Fort Peck Community College
MSU-Northern	Variable	PITTA Grant	Provide the "bridges" program for students who are preparing for careers in science or math and science/math education.	Blackfeet Community College	Variable	National Science Foundation	2001-2004	Dr. Darlene Sellers, MSU-Northern; Bev Atwell, Blackfeet Community College
MSU-Northern	\$1.2 Million	Veteran's Upward Bound	Provides Outreach	Fort Peck Community College, Salish Kootenai College, Little Big Horn College, Dull Knife Memorial College	\$17,500	United States Department of Education	2003-2010	Fred Betz
MT Tech / COT	Brownfields Remediation	Provide Job Training with emphasis on Brownfields Remediation			EPA Funded			

Grants and subcontracts received by <u>MUS campus</u> from the tribal colleges or for the benefit of tribal colleges								
Campus	Total Funding Award	Title	Description	Collaborating Institutions	Subgrant description and funding levels	Funding Source(s)	Time Frame	Contacts at each institution
MT Tech / COT	TOSC & TOSNAC Programs	Technical Outreach Services for Communities & Technical Outreach Services to Native American Communities			EPA Funded			
MT Tech / COT	Environmental Justice AIHEC schools	Environmental Education Web site designed for AIHEC Schools			EPA funded			
MT Tech / COT	TOSC activity		Rocky Mountain College					
MT Tech / COT	TOSC/TAB & the RMR HSRC	Brownfields Work T	Fort Belknap Reservation		EPA Funded			
MT Tech / COT	Brownfields Job Training Grant	Job Training	Crow Nation of Indians		EPA Funded			
MT Tech / COT	Minority Initiative/MWTP	Work with Mining Impacted Reservation and Indian owned lands			EPA Funded			

Grants and subcontracts received by MUS campus from the tribal colleges or for the benefit of tribal colleges								
Campus	Total Funding Award	Title	Description	Collaborating Institutions	Subgrant description and funding levels	Funding Source(s)	Time Frame	Contacts at each institution
UM-Missoula/COT	Unknown	All Nations Louis Stokes AMP Phase II	Grant to increase Native American students choosing careers in the sciences	Salish Kootenai College, The University of Montana, other collaborators unknown to UM	UM is building a web site to facilitate student transitions from tribal colleges to UM; UM subcontract is \$25,000	National Science Foundation	Subcontract time period is 9/30/02-8/30/03; time period of SKC's NSF grant is unknown	UM: Penny Kukuk, DBS; SKC: Zetra Wheeler
UM-Missoula/COT	Unknown	Montana Tobacco Use Prevention Program	Grant to provide culturally appropriate tobacco use prevention programs for Native Americans	DPHHS, Helena Indian Center, Missoula Indian Center, The University of Montana, Great Falls Indian Family Center	UM is providing technical assistance to facilitate the development of culturally appropriate programming; UM subcontract amount is \$19,445	Centers for Disease Control and Prevention (comes to UM through DPHHS)	7/1/02 - 6/30/03	UM: Bernadette Bannister, CE; Msla Indian Ctr: Debbie Tatsey; DPHHS: Eric Aako; Helena Ctr: Ed Barrett
MSU-BillIngs/COT	Unknown	A2 Grant	Teacher Preparation Grant	Little Big Horn College – Crow		DOE	Year to year	Dr. Ken Miller
MSU-BillIngs/COT	Unknown	Indian Professional Development	Teacher Preparation Grant	Little Big Horn College, Dull Knife, Crow/Northern Cheyenne Reservation	\$ 791,910.00	DOE	10/1/02-9/30/05	Dr. Sue Barfield
MSU-BillIngs/COT	Unknown	Career Ladder Grant	Teacher Preparation Grant	Little Big Horn College (Crow Preferred); other tribes admitted	\$ 1,209,851.00	DOE	9/1/99-8/31/04	Dr. Sue Barfield

Grants and subcontracts received by <u>MUS campus</u> from the tribal colleges or for the benefit of tribal colleges								
Campus	Total Funding Award	Title	Description	Collaborating Institutions	Subgrant description and funding levels	Funding Source(s)	Time Frame	Contacts at each institution
MSU-Billings/COT	Unknown	Comprehensive System of Personal Development	Teachers employed at a BIA funded school on emergency credentials to teach Special Education	WA, OR, ID, MT	\$ 1,170,867.00	DOE	10/1/02-9/30/06	Dr. Mary Susan Fishbaugh
MSU-Billings/COT	Unknown	Teacher and Personnel		Crow Preferred & Little Big Horn College	\$ 1,197,991.00	DOE	7/1/99-6/29/04	Dr. Ken Miller
MSU-Bozeman	Unknown	2002 Farm Bill Education		Subcontract from Fork Peck				

Grants and subcontracts awarded by MUS Campuses to tribal colleges

Campus	Total Funding Award	Title	Description	Collaborating Institutions	Subgrant description and funding levels	Funding Source	Time Frame	Contacts at each institution
UM-Missoula/COT	\$291,455	UMEB: Project TRAIN - Training American Indians in Environmental Biology	Grant to increase research opportunities for students from tribal colleges	The University of Montana, Salish Kootenai College	SKC assists with recruitment of students from all tribal colleges and conducts a joint seminar series to bring Native American biologists to both campuses. Subcontract to SKC is \$29,515	National Science Foundation	9/1/99 - 8/31/2003	UM: Penny Kukuk, DBS; SKC: Judith Gobert
UM-Missoula/COT	\$2,600,000	Biocomplexity -- Dynamic Controls on Emergent Properties of River Flood Plains	Grant to conduct river ecosystem research emphasizing energy dispersion and materials retention as the principal organizing elements	The University of Montana, Salish Kootenai College, Eco-Metrics, Inc.	SKC provides research experiences for their students on the project and is jointly developing a web site with the Flathead Lake Biological Station researchers for the sharing of data and results. SKC's subcontract is \$30,000.	National Science Foundation	9/1/01 - 8/31/05	UM: Jack Stanford, FLBS; SKC: William Swaney

Grants and subcontracts awarded by MUS Campuses to tribal colleges

Campus	Total Funding Award	Title	Description	Collaborating Institutions	Subgrant description and funding levels	Funding Source	Time Frame	Contacts at each institution
UM-Missoula/COT	\$64,302	The Montana Campus Corps	Grant provides Campus Corps services to tribal populations	The University of Montana, Salish Kootenai College, Fort Peck Community College, Flathead Valley Community College, and Little Big Horn College	Subcontracts provide funds to 3 tribal colleges and a community college with large Native American enrollment to support Native American student involvement in public service activities to Native American populations in Montana; Subcontract amounts are as follows: FVCC, \$14,436; FPCC, \$16,807; SKC, \$13,744; LBHC, \$14,436	Corporation for National Service (comes to UM through Governor's Office)	9/1/02 - 8/31/03	UM: Molly Collins, Montana Campus Compact; FVCC: Colleen Untenreiner; FPCC: Craig Smith; SKC: Juan Perez; LBHC: Agnes Hill; Governor's Office: Steve Nelsen, Governor's Office of Community Service

Grants and subcontracts awarded by MUS Campuses to tribal colleges

Campus	Total Funding Award	Title	Description	Collaborating Institutions	Subgrant description and funding levels	Funding Source	Time Frame	Contacts at each institution
UM-Missoula/COT	\$535,800	Mental Health Career Pipeline for Montana's Reservations	Grant to increase Native Americans pursuing advanced degrees and careers in mental health fields	The University of Montana, Salish Kootenai College, Fort Peck Community College, Blackfeet Community College, Chief Dull Knife College, Fort Belknap College, Stone Child College, Central Wyoming College	Subcontracts recruit Native American students to participate in summer program on the UM campus and to pursue graduate studies in mental health fields. Subcontract amounts are as follows: Salish Kootenai College, \$44,080; Fort Peck Community College, \$44,403; Blackfeet Community College, \$44,403; Chief Dull Knife College, \$44,403; Fort Belknap College, \$46,020; Stone Child College, \$44,403; Central Wyoming College, \$36,914.	U.S. Department of Health and Human Services Health Resources and Services Administration	9/1/02 - 8/31/03	UM: Nabil Haddad and Gyda Swaney, Psychology; SKC: Alice Chumrau; FPCC: Deborah Little Sun; BCC: Julene Kennerly; CDKC: Judy Davis; FBC: Mary John Taylor; SCC: Steve Galbavy; CWC: J.D. Rottweiler

Grants and subcontracts awarded by MUS Campuses to tribal colleges

Campus	Total Funding Award	Title	Description	Collaborating Institutions	Subgrant description and funding levels	Funding Source	Time Frame	Contacts at each institution
MSU-Bozeman	\$15,000	Summer Outreach for Science and Engineering at the Tribal Colleges	Award funded to college to enrich and enhance Science and Technology	Stone Child College		NSF EPSCoR Minority Outreach funds	June/2003 - Jan 2004	Dr. Doug Crebs 338-5411
MSU-Bozeman	\$15,000	Summer Outreach for Science and Engineering at the Tribal Colleges	Award funded to college to enrich and enhance Science and Technology	Fort Belknap College		NSF EPSCoR Minority Outreach funds	June/2003 - Jan 2004	Mary John Taylor 353-2607
MSU-Bozeman	\$15,000	Summer Outreach for Science and Engineering at the Tribal Colleges	Award funded to college to enrich and enhance Science and Technology	Little Big Horn College		NSF EPSCoR Minority Outreach funds	June/2003 - Jan 2004	Dr. Larry Istrate 638-3169
MSU-Bozeman	\$15,000	Summer Outreach for Science and Engineering at the Tribal Colleges	Award funded to college to enrich and enhance Science and Technology	Blackfeet College		NSF EPSCoR Minority Outreach funds	June/2003 - Jan 2004	Dr. Ken Crawford 338-5411
MSU-Bozeman	\$15,000	Summer Outreach for Science and Engineering at the Tribal Colleges	Award funded to college to enrich and enhance Science and Technology	Fort Peck College		NSF EPSCoR Minority Outreach funds	June/2003 - Jan 2004	Pending submission
MSU-Bozeman	\$15,000	Summer Outreach for Science and Engineering at the Tribal Colleges	Award funded to college to enrich and enhance Science and Technology	Chief DullKnife College		NSF EPSCoR Minority Outreach funds	June/2003 - Jan 2004	Pending submission
MSU-Bozeman	\$25,000	Minority Outreach Program/Montana Apprenticeship Program	Research experinces for Native Amer students in the Sciences	MSU/ Montana Tribal communities/MSU AIRO program		NSF EPSCoR Minority Outreach funds	Summer 2002	Sara Young Director AIRO 994-5847

Grants and subcontracts awarded by MUS Campuses to tribal colleges

Campus	Total Funding Award	Title	Description	Collaborating Institutions	Subgrant description and funding levels	Funding Source	Time Frame	Contacts at each institution
MSU-Bozeman	\$3,300	Minority Outreach Program/Leadership Alliance	Provide education experiences for Tribal teachers	MSU/AIRO/ Tribal Colleges		NSF EPSCoR Minority Outreach funds	Summer 2002	Sara Young Director AIRO 994-5847
MSU-Bozeman	\$13,500	Minority Outreach Program/Nursing Caring for your Own"	Bridge funding for incoming Native American Nursing students	MSU/Tribal College/AIRO		NSF EPSCoR Minority Outreach funds	Summer 2002	Fredricka Foote MSU College Nursing 994-7684
MSU-Bozeman	\$2,500	Minority Outreach Student/Faculty Development	Professional outreach to students and faculty; attend conferences and workshop, seminars etc	MSU/AIRO/ Tribal Colleges		NSF EPSCoR Minority Outreach funds	2/2003-2/2004	NSF EPSCoR Program office 994-2080 Sara Young AIRO office 994-5847
MSU-Bozeman	\$4,500	Minority Outreach Program/Summer Math Bridges Program	Opportunity for Native American tribal community students to get a head start on mathematical courses offered at the univeristy level	MSU/AIRO/ Tribal Colleges		NSF EPSCoR Minority Outreach funds	2/2003-2/2004	NSF EPSCoR Program office 994-2080 Sara Young AIRO office 994-5847
MSU-Bozeman	\$113,032	CLT West	The center provides professional development and support to mathematics and science teachers in low-income and high-minority schools in the West.		Sub award to assist preservice and inservice teacher education	NSF	Oct 01 to Oct 02	MSU- Elisabeth Swanson; Ft. Belknap College-Billie Foote

Grants and subcontracts awarded by MUS Campuses to tribal colleges

Campus	Total Funding Award	Title	Description	Collaborating Institutions	Subgrant description and funding levels	Funding Source	Time Frame	Contacts at each institution
MSU-Bozeman	\$10,000	MSU-UM Biomedical Research Infrastructure Network grant	MT BRIN Faculty Mini-grant for Education	Little Big Horn College		NIH-NCRR	Sept 1, 2002- August 30, 2003	MSU-Adele Pittendrigh; LBHC-Mari Eggers
MSU-Bozeman	\$25,000	MSU-UM Biomedical Research Infrastructure Network grant	5K grants	Little Big Horn College, Fort Belknap College, Chief Dull Knife College, Blackfeet Community College, Fort Peck Community College, Stone Child College	5K grants Criteria for the Grant was something that benefits the biomedical sciences at the individual Tribal college campuses	NIH-NCRR	May 30- August 30, 2003	MSU-Adele Pittendrigh; LBHC-Mari Eggers; FBC- Mary John Taylor; CDKC- Bob Madsen; BCC- Bev Atwell; FPCC- Glenn Black; SCC - Erica McKeon-Hansen

Grants and subcontracts awarded by MUS Campuses to tribal colleges								
Campus	Total Funding Award	Title	Description	Collaborating Institutions	Subgrant description and funding levels	Funding Source	Time Frame	Contacts at each institution
MSU-Bozeman	\$8,000	Aerospace Workforce Development	Seeks to attract new students to studies in science and engineering, train students that are currently majoring those fields and train students in space mission fundamentals by involving them in the full design-build-fly cycle of space experimentation.	Chief Dull Knife College & Salish Kootenai College	Subcontractors will begin student-oriented space hardware programs on their campuses. Students will design a balloon-borne experiment, building the hardware necessary to carry out the experiment at the top of the atmosphere and then fly their experiment next spring/summer on the lead institution's BOREALIS platform. Volunteer faculty members will guide the students' payload development efforts.	NASA-MSGC	Oct 2002 to Sept 2003	MSU-William Hiscock; CDKC-Bob Madsen; SKC-Tim Olson

Grants and subcontracts awarded by MUS Campuses to tribal colleges

Campus	Total Funding Award	Title	Description	Collaborating Institutions	Subgrant description and funding levels	Funding Source	Time Frame	Contacts at each institution
MSU-Bozeman	\$50,481	Rocky Boy Youth and Family Project	The goal of this program is to reinforce the rich heritage of Indian parenting and the belief that children are gifts from the Creator. Specifically, to improve parenting skills of adults of young children by holding workshops about such important Indian parenting topics as traditions, storytelling, communication, harmony, praise, decision-making and community	Stone Child College		EpSCor	ends 4-30-03	MSU-Sandra Baily; SCC-Peggy Riotutar-Aquino or Melissa Swan

Appendix D Trainings

Trainings Offered In The Past 12 Months To Educate Faculty On Cultural Sensitivity/Diversity								
#	Campus	Description	Dates Held	Participants	Trainer(s)	Number Attending	Duration (Hrs)	Comments
1	MSU-Northern	Diversity Awareness - A Different Place: The Intercultural Classroom	12/5/2002	MSU-N Faculty	Ellen Swaney, OCHE, Director of Indian/Minority Achievement	4	3 hours	Training included a video and group discussion of issues that are dealt with either in the office or a classroom setting.
2	MT Tech/ Tech COT	Customer Service Workshop	7/9/2002	faculty /staff	Brook Corr	15	2hrs	
3	MT Tech/ Tech COT	Management/Leadership Skills	3/12 & 13/2003	faculty /staff	Ken Riemer	28	3hrs	
4	Missoula COT	Faculty Inservice Workshop	8/1/2002	Faculty	Dan Burke (DSS)	45 faculty	1 hour	What is a disability? Working with students with disabilities?
5	Missoula COT	Faculty Inservice Workshop	Aug-02 & Jan. 03	Adjunct Faculty	Cec Gallagher, Dan Burke, Lynn Stocking, Department Chairs, Program Directors	10 faculty	3.5 hours	
6	UM-Misoula	NCBI Leadership Workshop	7/16/2002	Academic Council	Tri Pham and Kaycee Schilke	18	2	Provost and Academic Council
7	UM-Misoula	NCBI Prejudice Reduction Workshop	8/15/2002	Mansfield Library Faculty	K Schilke and E Schweber	35	3	Faculty and students requested by Dean as part of their training
8	UM-Misoula	Models of Inclusion and Support for Native American Students	2/26/2003	Department Chairs	Iris Heavyrunner, University of Minnesota	43	2	The department chair workshop is part of an ongoing annual series

Trainings Offered In The Past 12 Months To Educate Faculty On Cultural Sensitivity/Diversity

#	Campus	Description	Dates Held	Participants	Trainer(s)	Number Attending	Duration (Hrs)	Comments
9	UM-Misoula	Diversity Recruitment and Retention	4/3/2003	Faculty	Stella Manabe & James Bailey, Oregon	15	2	Law professors found information very helpful.
10	UM-Misoula	HHP 370: Peer Health Education	FY03	students and faculty			semester-length course	Health Enhancement training class for Peers Reaching Out that included multicultural perspectives, social justice and oppression/prejudice reduction as college health imperatives
11	MSU-Billings/Billings COT	Hispanic Heritage Month Celebration	Sept. 16, 2002	Administrators/Students/Faculty		35 people	3 hours	Dr. Fernando Buschemi, MD. "Latino Nobel Recipients"
12	MSU-Billings/Billings COT	American Indian Heritage Celebration	Sept. 26-27, 2002	Public/Faculty/Staff/Students	University Speakers	60 people	8 hours	Tipi Raising, Drumgroup Song/ Dance/Cultural Speaker
13	MSU-Billings/Billings COT	Economic Development with Native Americans	11/19/2002	Students/Faculty/Comm.	NA Speakers	32 people	7 hours	Discussions of Native American owned businesses/strategies
10	MSU-Billings/Billings COT	Promoting Business with Native Americans	11-Apr-03	Students/Faculty/Comm.	Program Speakers	24 people	7 hours	Follow-up from Economic Development conference
11	MSU-Bozeman	New Faculty Orientation	27-Aug	New Faculty	Corky Bush	50	1.0	Part of an afternoon session for new employees.
12	MSU-Bozeman	New Extention Faculty Orientation	Sept.	New Extention Faculty	Corky Bush	4 to 10	45 min	Focus on diversity and tolerance issues in rural Montana.

Trainings Offered In The Past 12 Months To Educate Faculty On Cultural Sensitivity/Diversity

#	Campus	Description	Dates Held	Participants	Trainer(s)	Number Attending	Duration (Hrs)	Comments
13	MSU-Bozeman	Search Committee Training	ongoing	committee members	Corky Bush or Marj Brown	estimate 700 total	1 hour each	Focus on affirmative action policies and strategies for minority recruiting.

Trainings Offered In The Past 12 Months To Educate Staff On Cultural Sensitivity/Diversity

#	Campus	Description	Dates Held	Participants	Trainer(s)	Number Attending	Duration (Hrs)	Comments
1	MSU-Bozeman	Diversity Awareness - A Different Place: The Intercultural Classroom	12/5/2002	MSU-N Staff	Ellen Swaney, OCHE, Director of Indian/Minority Achievement	5	3 hours	Training included a video and group discussion of issues that are dealt with either in the office or a classroom setting.
2	MSU-GFCOT	Montana's Conference on Race	8/6/2003			\$1		Three day confernce in Helena
3	MT-Tech	Vagina Monologues	2/113-15	Students, staff & community		seventy-five	3hrs	3 evening play that examined diversity and sexual issues facing women in a mostly man's world.
4	MT-Tech	Katie Koestner's story	25-Feb	Students, staff & community	Katie Koestner	twoh hundred	2hrs	Koestner, who appeared on June 3, 1991 cover of Time magazine, has received national attention for speaking out against a crime of silence. In 1993, Koestner completed a project with HBO, the Life stories docudrama entitled, "No Visible Bruises: The Katie Koestner Story."

5	UM-Missoula	NCBI Prejudice Reduction Workshop	8/14/2002	Mansfield Library Staff and Faculty	Kaycee Schilke and Tara Dowd	30	3	Requested by Dean as part of training
6	UM-Missoula	NCBI Women's Workshop	11/1/2002	staff students community	Miller, Eavenson McKelvey	30	Full Day	Prejudice reduction, community building geared toward women's issues
7	UM-Missoula	NCBI Community Building	1/16/2003	staff and students	Snetsinger, Spring, George	18	3	Intercession workshop open to the UM Campus
8	UM-Missoula	NCBI Community Building	1/22/2003	staff and students	Christy Schilke and Tri Pham	36	3	Intercession workshop open to the UM Campus
9	UM-Missoula	NCBI Chapter Development	5/28/03 - 5/29/03	community/staff/student	Cherie Brown	29	15	NCBI Founder did training with Campus and Missoula NCBI Trainers
10	UM-Missoula	Working with Disabled Students	7/7/2003	Griz Central Staff	Mary Morrison		2	
11	UM-Missoula	Working with International Students	6/9/2003	Griz Central Staff	Effie Koehn	20	2	
12	UM-Missoula	NCBI Prejudice Reduction Workshop		Academic Officers		15	2	
13	UM-Missoula	Association of Campus Ministers	FY03	campus ministers		14	15	variety of spiritual services available to students
14	UM-Missoula	Curry Health Center In-Service on the Montana Conference on Race: Partnering Indians and Non-Indians for change	FY03	therapists		8		Carmen Lousen presentation

15	UM-Missoula	Curry Health Center In-service	10/8/2002	staff		34	1	Patrick Weasel Head presentation on Native Americans
16	UM-Missoula	Curry Health Center Trainer for NCBI	FY03	staff		1	3 days	trained to teach prejudice reduction workshops
17	UM-Missoula	Iris Heavy Runner Workshop	FY03	staff and faculty			4	cultural issues pertaining to Native American students
18	MSU-Billings/Billings COT	MLK Jr. Bell Ringing	1/20/2003	Staff/Faculty/Students/Comm		55 people	2 hours	Bell Ringing and Program
19	MSU-Billings/Billings COT	Black History Month	2/27/2003	Faculty/Staff/Students	Johnny Lockette Thomas	35 people	2 hours	History of Black Women in Eastern Montana
20	MSU-Billings/Billings COT	World Views of Native A./ Integrated Learning	Jan-02	Student/Comm/Faculty/ Staff	Dr. Bob Rhodes	40 people	30 hours	College credits offered for this Education Workshop
21	MSU-Bozeman	New Employee Orientation--Policies on sexual harassment/discrimination	about every 3 weeks	New employees	Corky Bush or Marj Brown	8 to 15	30 min	Part of an afternoon session for new employees.
22	MSU-Bozeman	Diversity Training & Team Building for Dept. of Athletics	April 13-14	DIA coaches, staff, and administrators	NCAA trainer	60	2 days	Supported by a grant from the NCAA

Trainings Offered In The Past 12 Months To Educate Students On Cultural Sensitivity/Diversity

#	Campus	Description	Dates Held	Participants	Trainer(s)	Number Attending	Duration (Hrs)	Comments
1	HCOT	Student Focus Group	10/02	All Ethnic Minority Students invited	Counselor	12	2	Good discussion
2	MSU-Northern	Diversity Awareness - A Different Place: The Intercultural Classroom	12/5/2002	MSU-N Students	Ellen Swaney, OCHE, Director of Indian/Minority Achievement	6	3 hours	Training included a video and group discussion of issues that are dealt with either in the office or a classroom setting.
3	MSU-GFCOT	Jack Gladstone Cultural Diversity	9/27/2002				3	Available to Faculty, Staff and Students
4	Missoula COT	Student Workshops-- Retention	9/5, 6, 9, 10/02	Students	Cec Gallagher	104	1 /date	
5	Missoula COT	Student Workshops-- Retention	1/29 & 31/03	Students	Cec Gallagher	46	1 hour /date	
6	UM-Missoula	NCBI Prejudice Reduction Workshop	9/16/2002	Freshmen Interest Group	Jon Swan and Christy Schilke	30	1	Requested by Instructor
7	UM-Missoula	NCBI Leadership Workshop	10/8/2002	CLD Emerging Leaders Class	Amie Thurber	8.00	2	Diversity class of the series

8	UM-Missoula	NCBI Prejudice Reduction Workshop	10/15/2002	Freshmen Seminar COT	Christy Schilke Kaycee Schilke	31.00	2	Professor requests this workshop each semester
9	UM-Missoula	NCBI Prejudice Reduction/Team Building	10/21/2002	SARS Advocates	Sarah Mart Katie George	16	3	Requested by Program Coordinator as part of Advocate's Training
10	UM-Missoula	NCBI Prejudice Reduction and Team Building	10/26/2002	Resident Assistants	Snetsinger Fredenberg Schilke Swan	65	3	Requested by Director of Residence Life as part of RA training
11	UM-Missoula	NCBI men's oppression and Asian oppression	11/19/2002	graduate students	Amie Thurber and Tri Pham	9	2	Requested by professor for Multi-cultural Counselling Class
12	UM-Missoula	NCBI Prejudice Reduction and Ally Building	11/26/2002	graduate students	Tri Pham and Amie Thurber	9	2	Requested by professor for Multi-cultural Counselling Class
13	UM-Missoula	NCBI Inter Group Dialogue Class	10/01/02- 11/26/02	students	Tri Pham, Jen Gibson, Tara Dowd	10	2 hours per week 8 weeks	students of different ethnicities and life experiences meet to discuss issues of identity, diversity and social justice
14	UM-Missoula	NCBI Prejudice Reduction and Team Building	2/22/2003	Health Enhancement PROS	Sarah Mart and Sarah Shelley	14	3	Part of Peer Educators' Training each year
15	UM-Missoula	NCBI Prejudice Reduction and Team Building	3/17/2003	COT Freshmen Seminar	Brooke Corr Carol Snetsinger	27	2	Requested by Professor who also participated
16	UM-Missoula	NCBI Understanding Men Workshop	5/1/2003	Staff, Students Community	Buck Buchanan	26	2	Workshop was for women only led by NCBI International's Buck Buchanan

17	UM-Missoula	NCBI Men's Retreat	5/2/03 - 5/3/03	male students/community members	Tri Pham and Buck Buchanan	19	1.5 days	Prejudice Reduction and Community Building geared to Men's issues and oppression
18	UM-Missoula	NCBI Team Building	6/17/2003	students/staff	Michael Parrish Carol Snetsinger	46	2	Health Career Opportunites Program requests this each year as part of Orientation
19	UM-Missoula	NCBI Inter Group Dialogue Class	3/11/03 - 5/6/03	students	Tri Pham, Jen Gibson, Kaycee Schilke	9	2 hours weekly for 8 weeks	students of different ethnicities and life experiences meet to discuss issues of identity, diversity and social justice
20	UM-Missoula	Diversity Recruitment and Retention	4/3/2003	Students	Stella Manabe & James Bailey, Oregon	15	2	Students found information very helpful.
21	UM-Missoula	Native American students and University health services	8/29/2002	students		30	1	conducted by Curry Health Center
22	UM-Missoula	Foreign students and University health services	8/26/2002	students		75	1	conducted by Curry Health Center
23	UM-Missoula	Foreign students and University health services	1/21/2003	students		40	1	conducted by Curry Health Center
24	UM-Missoula	English Language Institute and University health services	8/29/2002	students		10	1	conducted by Curry Health Center
25	UM-Missoula	English Language Institute and University health services	9/3/2002	students		8	1	conducted by Curry Health Center

26	UM-Missoula	Lambda Alliance: counseling and psychological services & the GLBT support group	9/16/2002	students		50	1	conducted by Counseling and Psychological Services
27	UM-Missoula	Lambda Alliance: counseling and psychological services & the GLBT support group	2/2/2003	students		30	1	conducted by Counseling and Psychological Services
28	UM-Missoula	GLBT Support Group	spring semester, 2003	students		3	15	conducted by Counseling and Psychological Services
29	UM-Missoula	GLBT Support Group	fall semester, 2002	students		6	15	conducted by Counseling and Psychological Services
30	UM-Missoula	ADHD Support Group	fall semester, 2002 and spring semester 2003	students		4	15 hrs per semester	conducted by Counseling and Psychological Services
31	UM-Missoula	Residence Hall Programs	FY03	students		2300	1	diversity and cultural awareness programming in residence halls
32	UM-Missoula	Resident Assistant Training	August, 2002	students		75	2	annual training for residence hall student staff
33	UM-Missoula	Surviving College, Attitude is Everything	February, 2003	students		14	6	conducted by Counseling and Psychological Services
34	UM-Missoula	International Cultural Festival	4/13/2003	community, students, faculty, staff		3,000+	5	annual festival of cultures

35	UM-Missoula	Kyi-Yo Pow Wow	April, 2003	community, students, faculty, staff		several thousand		annual American Indian celebration
36	UM-Missoula	Diversity Advisory Council Student Achievement Awards Program	4/29/2003	students, faculty and staff		125	1.5	annual ceremony to honor substantial student contributions to campus and community diversity
37	MSU-Billings/Billings COT	American Indian Focus Group	11/20/2002	Students/Staff	Quentin Gilham	7 people	2 hours	
38	MSU-Billings/Billings COT	Intertirbal Club/MSS Picnic	9/7/2002	Students/Staff/Faculty/ Comm.		62 people	3 hours	Welcome to MSU-Billings/Billings COT gathering
39	MSU-Billings/Billings COT	Minority Graduation Reception	4/22/2003	Students/Staff/Faculty		16 people	2 hours	Honor 80 minority graduates
40	MSU-Bozeman	Graduate Student Orientation	Aug and Jan	New Graduate Students	Corky Bush	100 to 200	35 min	Part of all day training; cross cultural communications in classroom and sexual harassment.
41	MSU-Bozeman	Orientation Leader Training	25-Mar	2003 orientation leaders	Mike Jetty	34	1.5 hours	Diversity awareness training including case studies. Part of semester-long course
42	MSU-Bozeman	Prejudice Reduction Workshop	21-Feb	Faculty, Students, and Community	Amie Thurber, National Coalition Building	45	1 day	Co-sponsored between Native Waters and MSU Diversity Awareness Office
43	MSU-Bozeman	Cultural Identity	Dec. 2002	Students	Kathleen Byrne	18	2 hours	Sponsored by MSU Diversity Awareness Office