

Montana Tech of The University of Montana 2009 Diversity Action Plan

PURPOSE OF THE PLAN:

Provide an accessible, supportive, and open campus environment for Montana Indians, other minorities and under-represented groups.

The following campus specific goals relate to the Board of Regents Minority Achievement Policy and to the stated purpose above.

Goal One: Promote equity, access, and proportionality of women and Montana Native American students' participation, achievement, and completion of a higher education at Montana Tech. Increase the number of Native American students who matriculate and graduate.

- Montana Tech continues to actively recruit American Indian students throughout the state of Montana. This is accomplished by organizing and supporting undergraduate Native American students who give recruitment/outreach presentations in many high schools located on the Indian Reservations in Montana. In addition, the Technical Outreach Department secured a mini-grant with the Reintegrating Youth Offenders (RYO) facility in Galen, MT, which houses youth offenders until they are prepared to transfer back into society. The grant supports tutoring and motivational workshops that increase the likelihood of these individuals seeking post secondary education upon reintegration. Of the youth offenders housed at RYO 99% are Native American.
- Montana Tech received two National Science Foundation grants to increase the number of under-represented students seeking degrees in the STEM (science, technology, engineering, and mathematics) disciplines. The funds are used primarily for direct student aid through scholarships valued at over \$6,000 per year, renewable for five years. The scholarship program has allowed the campus to expand and improve upon outreach efforts to Native American populations via the state TRIO associations, through a partnership with GEAR UP, and by attending tribal college career fairs.
- Baccalaureate graduation rates for Native Americans and other minorities has consistently remained between 1 and 3% of all degrees awarded, and because enrollment data indicates that minorities have made up between 1 and 3% of all students at MT Tech, it is logical to reason that the minority students who attend Montana Tech are graduating at the same success rate of their non-American Indian peers.
- Montana Tech awards approximately 25 Native American waivers per year. More students apply, but not all qualify based on residency and/or the right degree of Indian blood. To qualify, students must demonstrate need based on filing the federal financial aid application. We have a diverse group of Native American students from around the State of Montana with many tribal affiliations.

- All students who received the Indian Fee Waiver at Montana Tech were reliant this waiver for their enrollment. The fee waiver is critical in recruitment and retention of students.
- Montana Tech has received a second, three-year grant from the Sloan Foundation to administer our component of the **Sloan Indigenous Graduate Partnerships**. This program involves a network of universities providing graduate training to indigenous people of the U.S. The network includes the University of Arizona, Purdue University, the University of Montana, the University of Alaska, the University of Hawaii and Montana Tech. The focus of our program is to develop educational opportunities for Native American students at the Masters of Science level. The program goals include recruiting, mentoring and graduating science and engineering students over the three-year term of the grant. The Sloan Foundation provides Montana Tech with \$64,650 for program support. The program currently has nine students enrolled and has graduated two students. Of the two graduates, one is now employed by the US Army Corps of Engineers in Seattle and the second has been accepted to continue her graduate studies at Columbia University in New York.

Goal Two: Collaborate with high schools, tribal colleges and agencies, community colleges, and community groups. Establish formal relationships with Montana Tribal Colleges and other schools with high minority group populations.

- Montana Tech works with the institutions shown below to accept transfer credit and allow for a smooth transition to our campus.

Collaborating Institutions	Description
Blackfeet Community College, Dawson Community College, Chief Dull Knife College, Fort Peck Community College, Little Big Horn College, Miles Community College, Salish-Kootenai College, Stone Child College	Transfer Agreements (guidelines) exist for these tribal colleges and community colleges on or near Indian reservations that serve a large Native American population
Flathead Valley Community College	Dual Admission-Concurrent Application

- Current Scholarships Dedicated to Minority Students:
 - ✓ Exxon Coal and Minerals Company Scholarships (Support of minority and women students in mining engineering)
 - ✓ Arco Minority Scholarships (Petroleum Engineering)
 - ✓ Houston Area Minority Scholarship (Petroleum Engineering)
 - ✓ Numerous scholarships aimed at support for women and minorities in STEM programs
 - ✓ State of Montana Fee Waivers

- Montana Tech's Technical Outreach Department's current activities that improve the campus environment for minority students include the following five areas:
 - (1) securing external funding for continuing both STEP and the Annual Tour of Nations programs;
 - (2) hosting summer workshops for local elementary students that includes Native American Cultural Awareness in the curriculum;
 - (3) assisting Chief Dull Knife College with securing an Upward Bound program to serve 60 Northern Cheyenne students;
 - (4) establishing an Educational Talent Search program to serve 800 middle school students in Southwest Montana with college preparation activities; and
 - (5) expanding the Montana Tech Upward Bound program to serve 10 additional low income high schools (60 students per year) in Montana. Special efforts to recruit and accept Native American and other minority students are made within the Educational Talent Search and Upward Bound programs.

Goal Three: State the priorities of the Montana Tech Minority Achievement and Gender Equity Plan.

- The campus general education committee will determine the best way for Montana Tech to meet the requirements of MCA 20-1-501. They will work cooperatively with Montana tribes to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.
- The campus strategic plan, Minority and Gender Equity Achievement Plan, and the Montana Tech Student and Institutional Outcomes are the guiding documents for the campus. Diversity is directly addressed in the strategic plan action item of improving the diversity of faculty and staff to contribute to the goal of sustaining and enhancing the quality of all programs at Montana Tech. Diversity of the student body is a defined outcome of the Montana Tech Student and Institutional Outcomes. The Minority and Gender Equity Plan will be updated this fall. These guiding documents are assessed each year, and action agenda items are established to reach the goal determined by the respective oversight committees.
- This plan is communicated through the Faculty/Staff Handbook and the Student Handbook.

Goal Four: Enhance the overall curriculum and co-curriculum by the inclusion of content which promotes awareness, examination, and appreciation of multi-cultural issues and values. All such efforts will be of the highest academic and pedagogical standards and will be consistent with the major purposes and mission of the College.

- The 2009 Orientation Program included a Native American presentation with one of our Native American employees acting as emcee. The employee's nephew and family performed several interpretive dances.
- Montana Tech does not have faculty with expertise in Indian languages. Thus, Montana Tech will work with qualified University of Montana-Missoula faculty to help determine

potential credit for Native American students requesting credit for language proficiency. If the faculty recommends credit, the credit will be applicable to the humanities requirement of the general education core.

- Montana Tech's Counseling Services and Student Activities sponsored a program in celebration of American Indian Heritage Day. The program included traditional dance performances and Tech's Native American custodial engineer talked about Montana's Indian Culture. Dining Services offered a special Indian entrée for those attending the program.
- Steve Small Salmon, Tribal Elder of the Salish Kootenai Tribe, was invited to campus to discuss the dances involved in a traditional Pow Wow.
- In celebration of United Nations Day, Montana Tech hosted a festival of Diversity and Culture sponsored by ASMT and Tech's Intercultural Communications Class.

Goal Five: Increase employment opportunities for women, American Indians and other under-represented minorities.

- All selection committees are briefed on matters pertinent to equal opportunity, non-discrimination, and affirmative action prior to the beginning of the selection process.
- Tech has faculty and staff of Native American descent and from various countries such as India, Singapore, Canada, New Zealand, Turkey, China, Zambia, and the Philippines. Our number of female faculty members is increasing. It is our goal to hire qualified women faculty in degree programs that have been predominately male.

The following tables outline our enrollment statistics for the past three years:

Fall Enrollment by Ethnicity and Student Level

		Nonresident alien	Black non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	White non-Hispanic	Race/ethnicity unknown	Total
COT	2007	0	5	11	1	12	384	34	447
	2008	0	3	9	4	11	380	15	422
	2009	2	5	22	6	9	444	19	507
	%	<1%	1%	3%	1%	2%	88%	5%	
Undergraduate	2007	91	6	17	12	29	1472	169	1796
	2008	146	9	27	7	28	1463	191	1871
	2009	201	8	34	12	36	1572	190	2053
	%	8%	<1%	1%	1%	2%	79%	9%	
Graduate	2007	15	1	1	0	0	79	8	104
	2008	18	3	5	0	0	78	5	109
	2009	6	4	6	0	2	112	4	134
	%	11%	2%	3%	0%	1%	78%	5%	
TOTAL	2007	106	12	29	13	41	1935	211	2347
	2008	164	15	41	11	39	1921	211	2402
	2009	209	17	62	18	47	2128	213	2694
	%	6%	1%	2%	1%	2%	79%	9%	

Degrees Awarded by Ethnicity and Level

	Academic Year	Nonresident alien	Black non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	White non-Hispanic	Race/ethnicity unknown	Total
Associate	06-07	0	0	1	1	2	115	9	128
	07-08	2	1	1	0	3	84	15	106
	08-09	0	0	3	0	2	81	1	87
	%	1%	0%	2%	0%	2%	87%	8%	
Bachelor	2007	20	0	2	1	2	221	16	262
	2008	23	0	1	2	3	221	13	263
	2009	24	2	1	4	1	206	18	256
	%	9%	0%	1%	1%	1%	82%	6%	
Master	2007	8	0	0	0	1	21	5	35
	2008	4	0	0	0	0	25	1	30
	2009	9	0	1	0	0	30	1	41
	%	19%	0%	1%	0%	1%	72%	7%	
TOTAL	2007	28	0	3	2	5	357	30	425
	2008	29	1	2	2	6	330	29	399
	2009	33	2	5	4	3	317	20	384
	%	7%	0%	1%	1%	1%	83%	7%	

Source: IPEDS