

**THE UNIVERSITY OF MONTANA-MISSOULA
MISSOULA, MONTANA
DIVERSITY ACTION PLAN for 2009-2011
OCTOBER 2009**

**Filed by
Royce C. Engstrom, Provost and Vice President for Academic Affairs
On behalf of President George M. Dennison**

The University of Montana, Missoula, offers an especially wide array of programs and services designed to increase, enhance, and support the diversity of the faculty, staff, and students. Continuing programs include the Department of Native American Studies (29 majors, 68 courses, 2,229 seats, and 4,814 total credits in FY 2007); Bridges to Baccalaureate Program; Biomedical Research Infrastructure Network (BRIN), Native American Center of Excellence (NACOE); TRIO Student Support Services; Women's Center; Women's Studies Program; Intercultural Youth and Family Program; National Science Foundation Experimental Program to Stimulate Competitive Research (NSF-EPSCoR); Health Career Opportunity Program; American Indian Psychology Program (InPsych); Indian Law Clinic; Mental Health Career Opportunity Program; Training American Indians in Environmental Biology (TRAIN); Graduate School Native American Assistantship Program; Native American Natural Resources Program; NSF ADVANCE Program; American Indian Student Services Program; Office of International Programs; Office of Foreign Students and Scholars; Office of New Student Services for Minority and International Students; and Office of Disability Services for Students. Programs started in the past two to three years and that are ongoing also include the Sloan Native American Graduate Student Program; Washington Foundation Native American Fellowship Program; Native American Research Laboratory; National Native American Trauma Center (\$2.4 million over three years); NSF sponsored Center for Learning and Teaching in the West (science, math, and technology teaching); and Teacher Education for Literacy Education and Teacher Training for Excellent Reservation Schools (LETTERS) (\$3 million over five years).

Through these programs, the University has roughly doubled the enrollment of Native American students between 1992 and 2009 (from about 2.7 to 4 percent of the student population), with substantial growth in the number of Native American graduate and professional students; doubled the number of Native American social and professional clubs and societies; increased the Native American fee waivers given annually from \$136,892 (126.9 FTE) in FY 1992 to \$1,201,455 (315.01 FTE) in FY 2009, amounting to nearly half of all mandatory fee waivers (total of 680.18 FTE); ranks 19th nationally among state universities for the awarding of baccalaureate degrees to Native Americans; increased study abroad and sustained international student enrollments; increased significantly the enrollment of students with disabilities to 983, an increase of 8.9%, and graduated 134 students with disabilities; extended the Disability Services for Students to the affiliated campuses; increased bilateral agreements with international universities for student and faculty exchange to approximately 90 institutions around the world; and developed plans for mentoring of African American students on the campus for implementation during FY 2008.

At the same time, as noted, the number of Native American graduate and professional students has increased, thanks in great measure to the support provided by fellowships and institutional

assistantships. The new Native American Research Laboratory, under the supervision of Mr. Michael Ceballos, is providing a venue designed to enable Native American undergraduate and graduate students in science to develop research competency in a safe location. A new cohort of six Native American doctoral students in the life sciences has started this past fall, and a group of Native Americans are engaged in the “Blackfeet Project,” in which a cohort of current and potential graduate students is designing a collaborative multidisciplinary doctoral effort. The Native American Center, funded entirely by private donations, is being constructed as of this writing and is scheduled for opening in Spring 2010. It will be a distinctive addition to this campus, providing a home for the Native American Studies Department, a visiting center for groups from off campus, and a venue for a wide variety of special programming around Native American issues and opportunities. All the Tribes in Montana participated in the Blessing Ceremony to consecrate the ground chosen for the site of the Center around the Oval in the middle of the campus. The National Native American Trauma Center continues to work closely with several Reservation communities to provide needed services to children in the Reservation schools, and will enhance those services during the next three years. As in past years, the President recently visited reservations and Tribal Colleges around the State. He hosted events at high schools with Enrollment Services and met with administrators and faculty at Fort Belknap Community College and Stone Child College. Finally, the Council of Tribal Presidents continues to provide advice and counsel to the University through President Dennison.

The University’s language program continues to undergo diversification. Last year, the College of Arts and Sciences initiated instruction in the Blackfeet language using distance technology in collaboration with Blackfeet Community College, and 37 student enrollments resulted. The Arabic program has gained tremendous student support and before long a minor in Arabic will be proposed. Chinese and Arabic are being offered not only on campus, but as dual-credit opportunities by the Mansfield Center for students in many high schools around the State. In addition, the Central and Southwest Asia Program is working with high school teachers in an Arabic program.

During the past year, the Missoula campus has been heavily engaged in Academic Strategic Planning. Relevant to this report, one of the six major initiatives of the Academic Strategic Plan is entitled, “Embrace Diversity and Global Engagement.” The text of that initiative is provided below. (The Plan is still under consideration by the Faculty and Student Senates at this time)

FIFTH INITIATIVE Embrace Diversity and Global Engagement

Goal 1 - Provide a dynamic educational environment by respecting, welcoming, encouraging and celebrating diversity in all its forms.

Strategies to Meet Goal 1:

- a. Create a campus climate that respects and celebrates diversity, and rewards enhancement of diversity by individuals and at the department level
- b. Include in the curriculum content that enhances multicultural awareness and understanding

Goal 2 - Ensure access for American Indians and foster the preservation of the cultural integrity of American Indians.

Strategies to Meet Goal 2:

- a. Increase the hiring and retention of faculty and staff who are American Indians and who represent other historically underrepresented populations
- b. Incorporate diversity criteria into all outreach and recruitment plans for programs and offices that recruit undergraduate and graduate students
- c. Identify disparities in retention and graduation rates of American Indian students and develop plans to eliminate such disparities
- d. Strengthen relationships with Montana's Tribal Colleges

Goal 3 - Correct inequities that persist from the historical exclusion of underrepresented populations.

Strategies to Meet Goal 3:

- a. Incorporate diversity criteria into outreach and recruitment plans for programs and offices that recruit undergraduate and graduate students
- b. Implement strategies to eliminate disparities in retention and graduation rates of minority students

Goal 4 - Enhance international learning and research opportunities for faculty, staff, and students.

Strategies to Meet Goal 4:

- a. Develop specific international recruitment strategies to increase international enrollment
- b. Prioritize existing and new opportunities for international experiences
- c. Improve the likelihood of success of international students at undergraduate and graduate levels
- d. Broaden the English Language Institute (ELI) and other counseling programs
- e. Promote and expand research and educational opportunities, and build relationships with international partners in government, educational institutions, and professional associations
- f. Coordinate efforts of Academic Affairs with the International Strategic Plan

Additional detailed planning in the areas of Native American Education (Goal 2 above) and International Education (Goal 4 above) is underway.

The specific action plan for the coming year includes the following items:

1. Increase enrollment of Native American students to 600 for FY 2011 (Fall 2008 enrollment was 538).
2. Increase enrollment of other minorities to 560 students by FY 2011 (Fall 2008 enrollment was 547).
3. Increase enrollment of international students to 600 by FY 2011 (Fall 2008 430).
4. Increase enrollment of Native American doctoral students to 27 by FY 2011.
5. Complete construction of the Native American Center in FY 2010.
6. Review by FY 2010 all existing exchange agreements for their continued relevance and renew or terminate as findings dictate.

7. Continue to grow the newly initiated IE3 Global International Internship Program with the placement of up to five (5) student interns in various countries per year, and increase the numbers as resources and interest warrant.
8. Continue in FY 2010 the development of the Indian Education for All curricula for prospective teachers, current teachers, and all students at the University.
9. Plan for the long-term support of the Native American Research Laboratory as the current doctoral student Director prepares to graduate.
10. Seek to increase Native American faculty members by recruitment of 2 FTE for FY 2010-11.
11. Seek to recruit 2 FTE Native American support staff for FY 2010.
12. Recruit affirmatively for women and minority faculty and staff in FY 2010-11
13. Implement additional family friendly workplace policies for FY 2010, including a facility for faculty and staff pre-school children by FY 2012.