

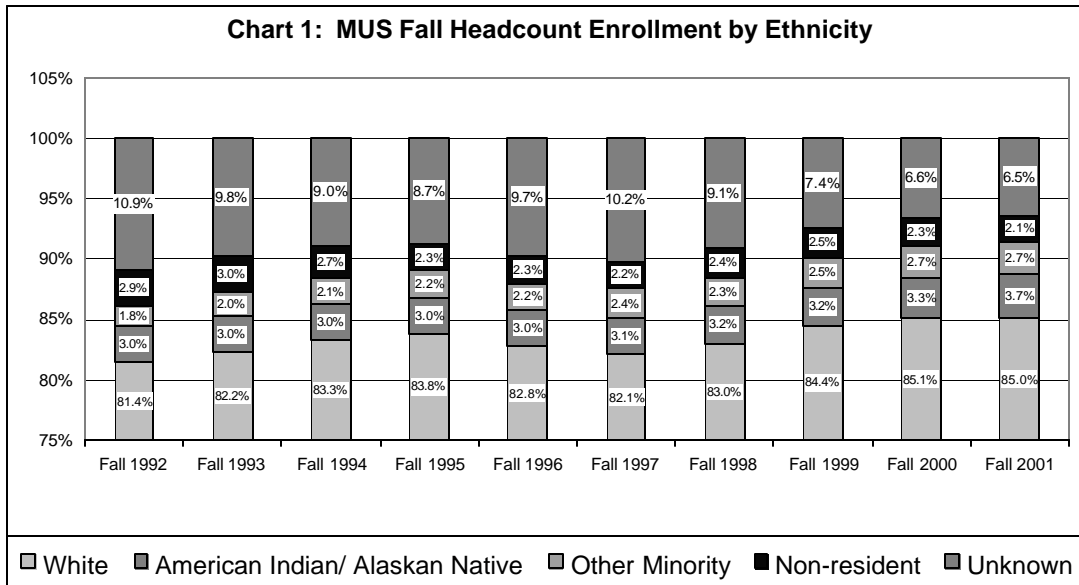
**MONTANA UNIVERSITY SYSTEM CAMPUS DIVERSITY REPORTS  
JULY 2002**

**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. The immediate purpose is to establish a new set of indicators to complement those reported in January 2001 and to round out the picture of campuses' support for and involvement in Indian Education.

Data were drawn from the Integrated Post-secondary Education Data series (IPEDs) that are collected annually from each campus and published by the National Center for Education Statistics (NCES), from standard MUS campus enrollment (Registrars') reports, and from information compiled at the campus level.

**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 3.7 percent or 1,320 students by Fall of 2001. Other minorities enrolled have also increased from 1.8 percent or 555 students in 1992 to 2.7 percent or 967 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, ranging from a low of 2.2 percent in 1996-97 or 16 students to a high of 6.1 percent or 40 students in 1991-92, with an overall average of 3.3 percent. Other minorities completing Associate degrees peaked in 1996-97 at 7.5 percent with an overall average of 2.64 percent (Chart 2).

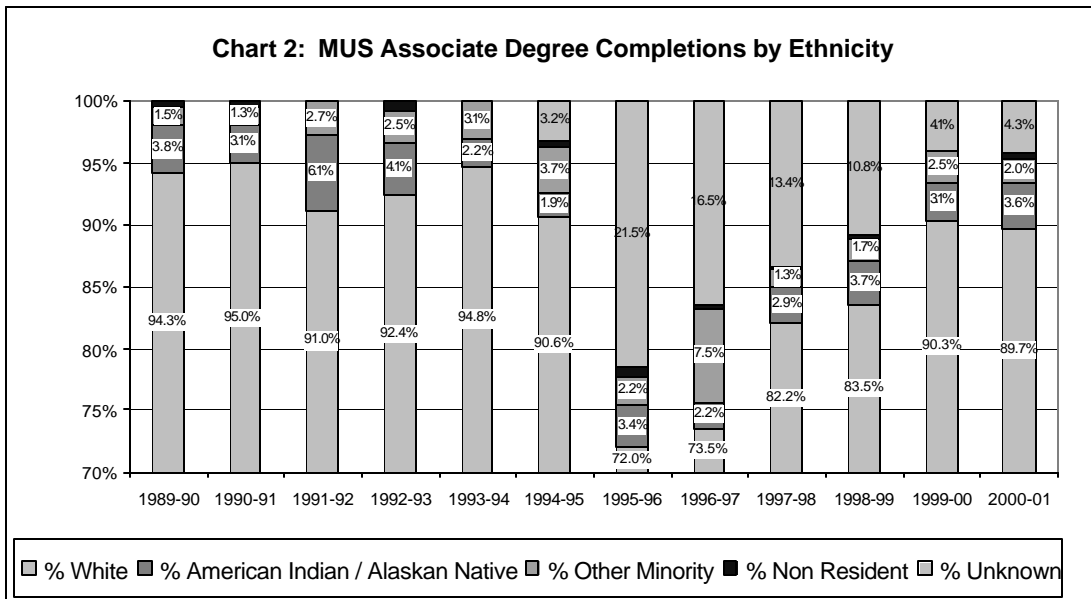


Chart 3 shows MSU baccalaureate productivity from 1989-90 through 2000-01. The percentage ranges from a low of 1.8 percent in 1999-2000 to a high of 2.9 percent in 2000-01. The number of students ranges from 72 students in 1993-94 versus last year's (2000-2001) high of 130 students. The percentage of Other Minorities receiving baccalaureate degrees has been on the increase from 1.2 percent or 40 students in 1989-90 to 2.3 percent or 103 students in 2000-01.

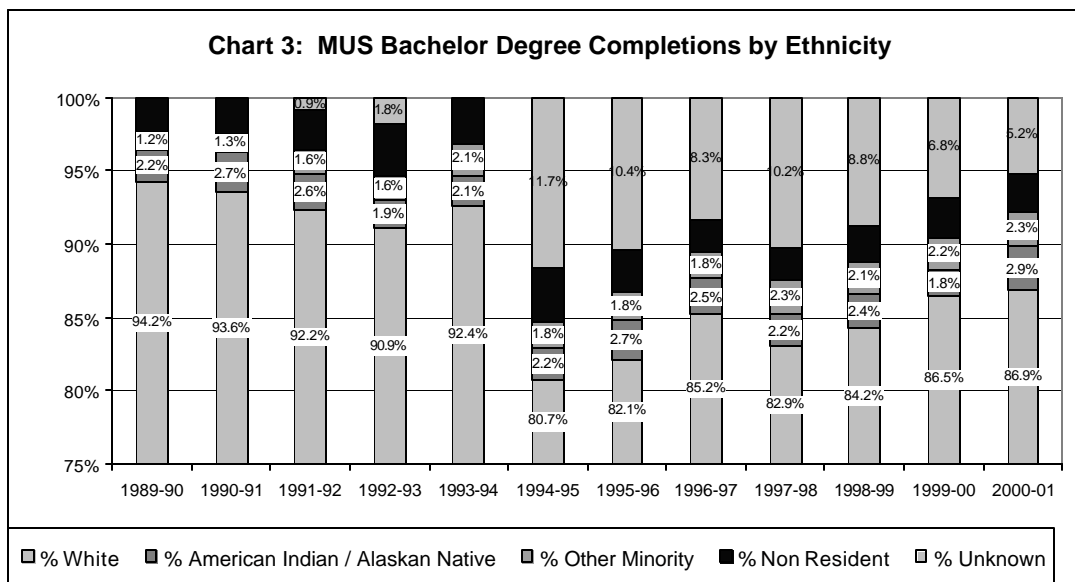


Chart 4 reports the number of master's degrees awarded by MUS campuses from 1989-90 to 2000-01. The percentage of master's degrees awarded to American Indian / Alaskan Native students has varied from a low of 1.1 percent or 7 students in 1989-90 to a high of 3.1 percent or 25 students in 1995-96 and 26 students 1996-97. Master's degrees earned by Other Minorities have ranged from a low of .06 percent or five students in 1997-98 to a high of 2.3 percent or 15 students in 1993-94.

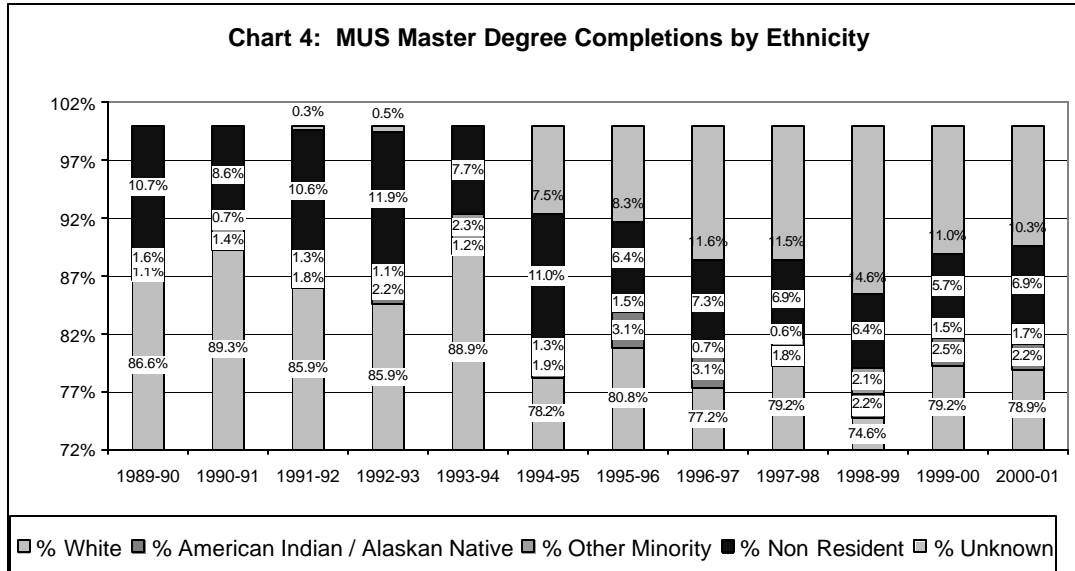
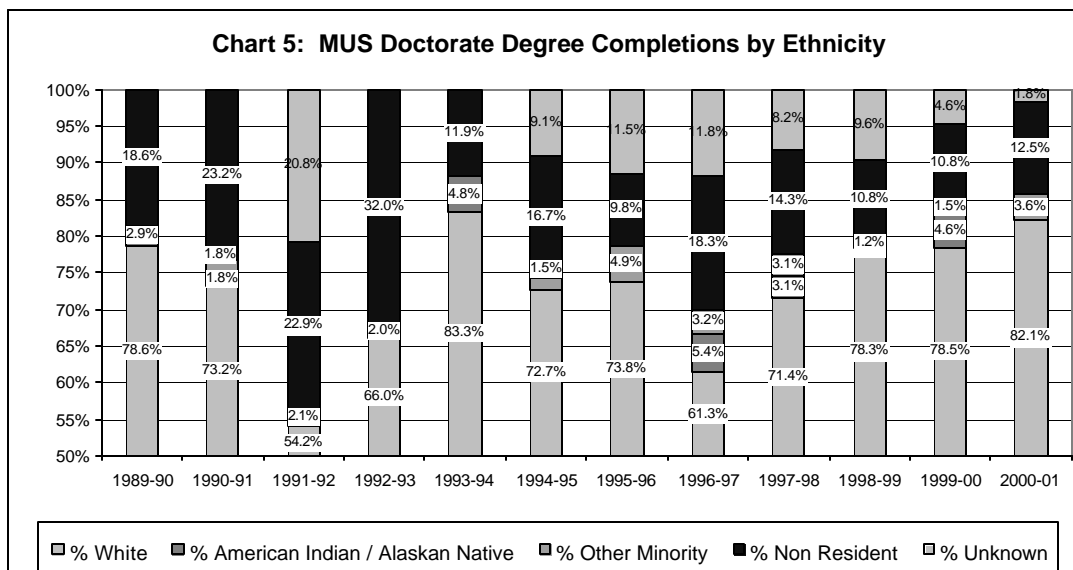
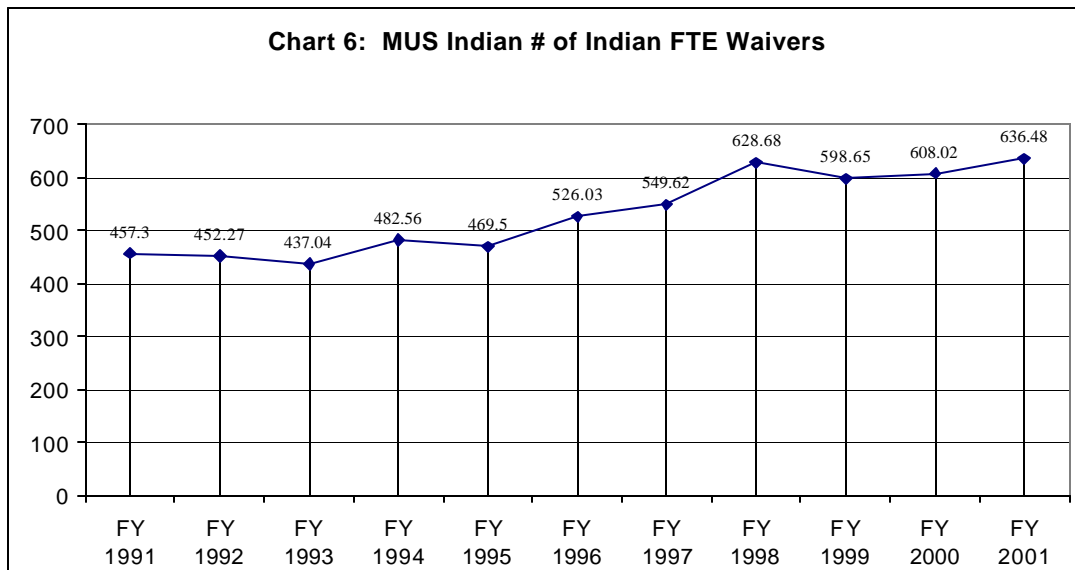


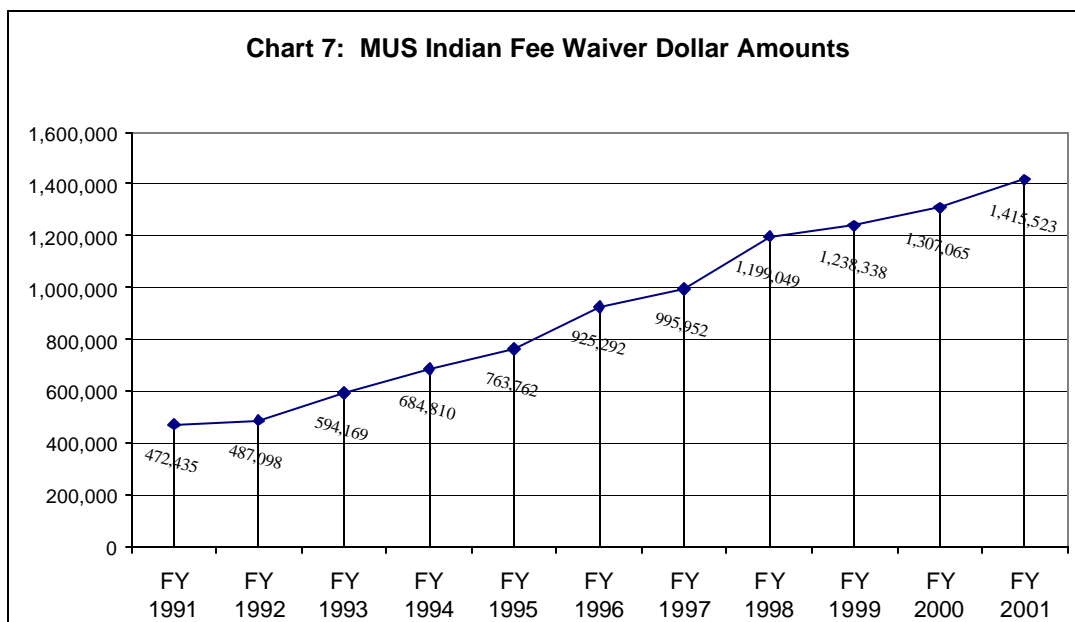
Chart 5 shows the data on the award of doctoral degrees in the MUS. On average, the MUS awards fewer than 100 doctoral degrees in any twelve-month period. The low numbers of total completions magnifies the variability in the percentages. Doctoral awards to American Indian /Alaskan Native students have ranged from none to 5.4 percent or 5 students in 1996-97. Awards to Other Minorities have ranged from none to 4.9 percent or 3 students in 1995-96.



**FUNDING:** This year again saw an increase in Indian Fee Waivers awards authorized under Regents' policy 940.13. Chart 6 demonstrates the growth in Indian Fee Waivers by Full-Time Equivalent (FTE) students and dollars expended. There was a 39 percent growth in FTE waiver allotted between Fiscal Year 1991 and Fiscal Year 2001, from 457 funded FTE to 637.



Indian Fee Waiver expenditures have also grown steadily from \$472,435 in Fiscal Year 1991 to \$1,415,523 in Fiscal Year 2001 (Chart 7). 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 students.



**FACULTY:**

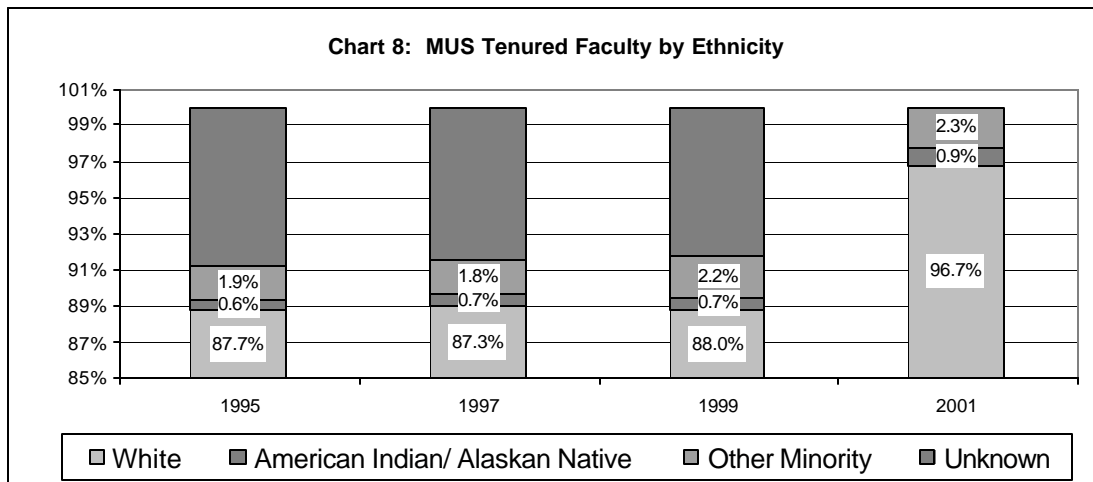
American Indian tenured faculty increased from five to nine in the period, while tenure-track faculty declined by two positions. Full-time American Indian staff increased from 55 to 67, and part-time staff increased from 30 to 41.

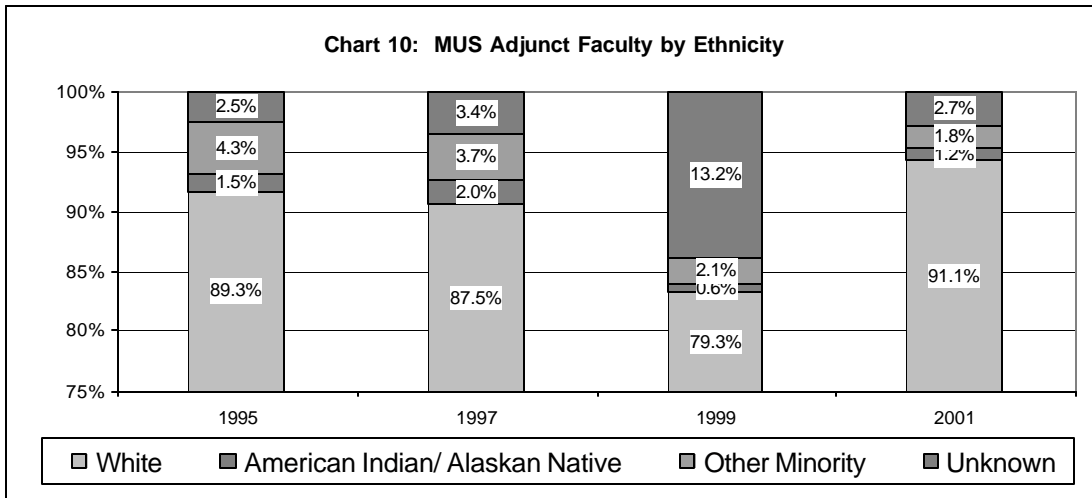
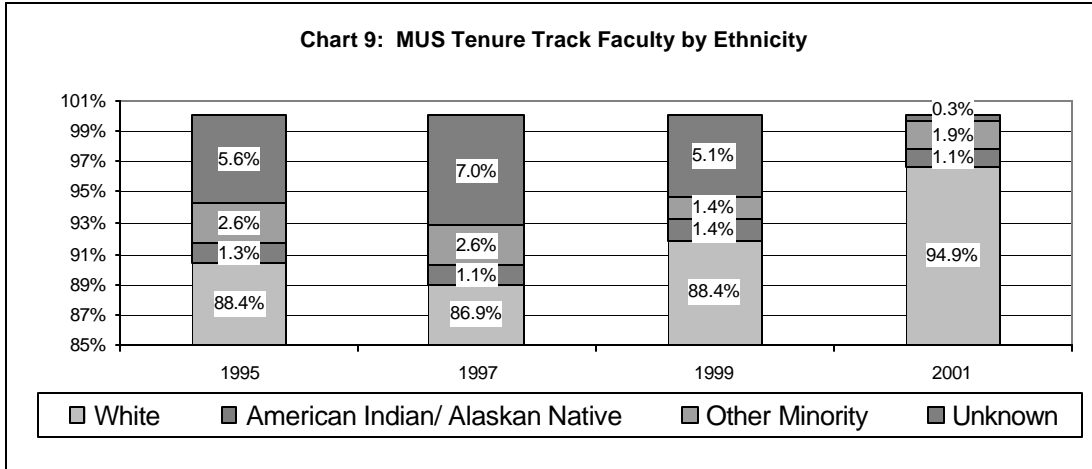
**Table 1  
American Indian Faculty and Staff in MUS**

	<b>1995</b>	<b>1997</b>	<b>1999</b>	<b>2001</b>
Tenured	5	6	7	9
Tenure track	6	5	6	4
Adjunct / Not on Tenure track	5	6	2	4
Full-Time staff	55	60	66	67
Part-Time staff	30	34	34	41

Although the numbers are increasing, the percentage of American Indian/ Alaskan Native and Minority faculty has remained static since 1995. Additional appointments to faculty and senior administrative positions may be limited by the simple availability of qualified personnel of minority or American Indian heritage. This is certainly true in disciplines like engineering and the sciences, and campuses provide relevant data and citations.

Charts 8, 9 and 10 indicate that the percentage of Other Minority tenured faculty has increased from 1.9 percent in 1995 to 2.3 percent in 2001 while the percentage of American Indian faculty has gone from 0.6 percent to 0.9 percent. Among tenure-track faculty, the percentages of American Indians and Other Minority have decreased. Among adjunct faculty, a similar decline in minority representation occurred between 1995 and 2001. OCHE will want to gather more information about factors contributing to this turn of events in the tenure-track and adjunct ranks.





One of the factors that comes into play in the above data on the proportions of faculty from various ethnic backgrounds is that the MUS has been in a growth mode. Table 2 shows that the number of FTE faculty in the tenured and adjunct categories has increased. So, while the number of minority faculty may have stayed the same or even increased somewhat, the changes in the aggregate mask the actual conditions affecting one relatively small component. Such seems to be the case when one considers the numbers of American Indian and Other Minority faculty and staff employed across the MUS between 1995 and 2001.

**Table 2  
Total Faculty and Staff in MUS**

	<b>1995</b>	<b>1997</b>	<b>1999</b>	<b>2001</b>
Tenured	855	888	950	968
Tenure track	467	457	430	373
Adjunct / Not on Tenure track	326	295	334	338
Full-Time staff	4494	4487	4902	4931
Part-Time staff	2350	2428	2097	2709

**Other:** Similar trends emerge for Other Minority faculty and staff. Tenured faculty increased from 16 to 22 between 1995 and 2001 whereas the number of tenure-track faculty declined from 12 to 7. Other minority full-time staff increased from 78 to 94, and part-time staff numbers varied widely (Table 3).

**Table 3**  
**Other Minority Faculty and Staff in MUS**

	<u>1995</u>	<u>1997</u>	<u>1999</u>	<u>2001</u>
Tenured	16	16	21	22
Tenure track	12	12	6	7
Adjunct / Not on Tenure track	14	11	7	6
Full-Time staff	78	72	76	94
Part-Time staff	59	62	34	52

**COURSEWORK AND PROGRAMS:** Campuses offer a variety of courses and programs for students to pursue multicultural or Native American studies (Table 4). Each campus has a general education component related to this field of study, and some campuses require specifically coursework in Native American studies.

**Table 4**  
**Diversity Courses**  
**Summary Totals by Campus**

<b>Campus</b>	<b>Type of Course</b>	<b># of Courses</b>
MSU-Billings/Billings COT	Native American Studies	10
MSU-Bozeman	Native American Studies	16
MSU-Northern	Native American Studies	6
MSU-Great Falls	Native American Studies	0
The UM-Missoula/COT	Native American Studies	15
MT-Tech of The U of M/COT	Native American Studies	0
U of M-Western	Native American Studies	0
Helena COT	Native American Studies	1

All campuses offer at least one multicultural course, but several are likely to be developing courses with an American Indian focus. A complete listing of all courses, by campus, is on file at OCHE.

## **Coursework:**

**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 including

- 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 a course, Introduction to Native American Language, which is taught by a native speaker and may be used to meet the general education or foreign language requirement. 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.

**Teacher Education** (see Appendix A): 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 students. The campus reports are attached at Appendix A.

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 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 5  
Diversity Scholarships  
Summary Totals by Campus**

Campus	Total Dollars Awarded
MSU-Billings/Billings COT	\$650
MSU-Bozeman	\$61,975
MSU-Northern	None
MSU-Great Falls	None
The UM-Missoula/COT	\$156,399
MT-Tech of The U of M/COT	\$53,457 <sup>1</sup>
U of M-Western	None
Helena COT	None
<b>TOTAL</b>	<b>\$272,481</b>

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

**COOPERATIVE AGREEMENTS** (see Appendix B): 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.

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<sup>1</sup> Jumpstart Scholarships included in Fee Waiver figures

**TRAININGS:** Activities reported in response to the question about diversity training on campus were wide ranging. There were purposeful educational programs, orientations, cultural activities, and a National Coalition Building Institute workshop. Some campuses report Pow-Wow attendance in this category or International Cuisine workshops.

**Table 6  
Diversity Trainings  
Summary Totals by Campus**

<b>Campus</b>	<b>Total Trainings Conducted</b>	<b>Approximate # of Participants</b>
MSU-Billings/Billings COT	4	NA
MSU-Bozeman	14	415
MSU-Northern	0	0
MSU-Great Falls	6	383
The UM-Missoula/COT	41	7038
MT-Tech of U of M/ Tech COT	13	465
U of M-Western	1	100
Helena COT	0	0
<b>TOTAL</b>	<b>79</b>	<b>8401</b>

See Appendix C for complete listing of trainings by campus

## **APPENDICES**

**Appendix A**  
**Montana State University-Bozeman**

**O. TEACHER EDUCATION**

O1. Describe in the space below the process you use to recruit American Indian students into your teacher prep programs:

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, phone-a-thon 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.

O2. How many teachers of American Indian ethnicity received a teaching degree during Academic Year 2001-02?

# of Teachers

3

O3. How many individuals completed a Class 7 certification in teaching an American Indian language on your campus during Academic Year 2001-02?

# of Individuals  
Receiving Certificates

0

O4. Please update list of course offered during AY2001 as part of the teacher prep program specifically for working with American Indian students. Information provided is based on a 1999 compilation.

Type	Course #	Course Title	Credits	Pre-requisite	Description	Enrollment AY 2002
U	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.	205

**Appendix A**  
**Montana State University-Northern**

**D. TEACHER EDUCATION**

O1. Describe in the space below the process you use to recruit American Indian students into your teacher prep programs:

The College of Education's faculty, staff and administration work closely with the tribal colleges that serve the reservation communities. We collaborate on grants and other external funding projects that promote American Indians' involvement in professional education careers. Two years ago, we 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. We work closely with the grant director and their education faculty to recruit and retain excellent candidates. We, 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 and grants. A main focus for MSUN this year is to promote stronger relationships at the faculty and student advisor level. We are connecting faculty in similar disciplines together intentionally for the development of "communities of practice." Our plans are to increase the concept of "seamlessness" between our campuses and programs. In addition, MSUN hosts Upward Bound during the summer. Many of our education candidates volunteer or work with the high school students on campus.

O2. How many teachers of American Indian ethnicity received a teaching degree during Academic Year 2001-02?

# of Teachers

19

O3. How many individuals completed a Class 7 certification in teaching an American Indian language on your campus during Academic Year 2001-02?

# of Individuals  
Receiving Certificates

0

O4. Please update list of course offered during AY2001 as part of the teacher prep program specifically for working with American Indian students. Information provided is based on a 1999 compilation.

Type	Course #	Course Title	Credits	Pre-requisite	Description	Enrollment AY 2002
<p>Because of the need to integrate diversity as a competence that under girds all teaching, each of the professional education courses has been revised to reflect diversity with a special emphasis on rural schools (multiage classrooms) and schools that serve Native American students. As an example, our candidates gain skills in the use of culturally appropriate software (i.e. Cradleboard) as part of the requirement for competence in learner-centered instructional technology.</p>						

**Appendix A**  
**Montana State University-Billings**

**O. TEACHER EDUCATION**

O1. Describe in the space below the process you use to recruit American Indian students into your teacher prep programs:

We employ a Multicultural Student Services Director who travels to approx. 36 high schools on or near reservations to visit and recruit Native American Students. The director also conducts campus tours on a regular basis as well as visiting all seven Montana Tribal Colleges as well as colleges in Wyoming.

O2. How many teachers of American Indian ethnicity received a teaching degree during Academic Year 2001-02?

# of Teachers

4

O3. How many individuals completed a Class 7 certification in teaching an American Indian language on your campus during Academic Year 2001-02?

# of Individuals  
Receiving  
Certificates

unknown

O4. Please update list of course offered during AY2001 as part of the teacher prep program specifically for working with American Indian students. Information provided is based on a 1999 compilation.

Type	Course #	Course Title	Credits	Pre-requisite	Description	Enrollment AY 2002
NAMS	211	Social Issues of of Native Americans Americans	3	None		

**Appendix A**  
**The University of Montana-Missoula**

**O. TEACHER EDUCATION**

O1. Describe in the space below the process you use to recruit American Indian students into your teacher prep programs:

Recruitment of American Indians into teacher preparation programs includes:

1. Awarding two summer graduate assistantships to American Indian teachers seeking a master's degree. These assistantships are both awarded for three summers.
2. Offering the MEd through distance education. During 2000-2001, a cohort of 33 students received degrees. Native Americans from the Flathead and Blackfoot reservations made up about one-third of the group.
3. Recruiting through focused grant programs. The School Psychology Program continues to recruit successfully and retain Native American students. The Montana Health Careers Opportunities Program 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 Indians have recently graduated, and two American Indians participate in the fifteen-student program.
4. Eliminating the Pre-Professional Skills Test as a requirement for admission into the professional teacher preparation programs.
5. Mentoring and encouraging American Indian youth to become teachers. During summer 2001, 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. The 2001 camp at UM-M had 17 participants, including ten American Indians. Five graduate students in the Curriculum and Instruction Department, including two American Indians, staffed the program.

O2. How many teachers of American Indian ethnicity received a teaching degree during Academic Year 2001-02?

# of Teachers

3
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O3. How many individuals completed a Class 7 certification in teaching an American Indian language on your campus during Academic Year 2001-02?

# of Individuals  
Receiving Certificates

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Please see attached copy of 10-57-407 which addresses Class 7.
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O4. Please update list of course offered during AY2001 as part of the teacher prep program specifically for working with American Indian students. Information provided is based on a 1999 compilation.

**Appendix A**  
**The University of Montana-Missoula continued**

<b>Type</b>	<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Pre-requisite</b>	<b>Description</b>	<b>Enrollment AY 2002</b>
		(Please see below)				

Course offerings which are part of the teacher preparation program specifically for working with American Indian students:

1. All teacher candidates are required to take a Native American Studies course of their choice. In addition, they may also substitute ANTH 323, Indians of Montana, for the Montana History requirement. Since many students take the course before admission to the teacher preparation program, the University has no way of knowing how many took those courses during AY 2002.
2. Elementary education majors must present an area of concentration for graduation. They may select Native American Studies as their area.
3. Strategies for working with American Indian students are incorporated across all Curriculum and Instruction courses in the teacher licensure requirements--no one course devoted specifically to the teaching of American Indians exists. At this point, elementary education candidates probably get more experience in this area as they take more Curriculum and Instruction courses as part of their major.



**Appendix A**  
**Montana Tech of The University of Montana**

**O. TEACHER EDUCATION**

O1. Describe in the space below the process you use to recruit American Indian students into your teacher prep programs:

Effective Fall Semester 2002, Montana Tech students will have 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.

O2. How many teachers of American Indian ethnicity received a teaching degree during Academic Year 2001-02?

# of Teachers

N/A

O3. How many individuals completed a Class 7 certification in teaching an American Indian language on your campus during Academic Year 2001-02?

# of Individuals  
Receiving  
Certificates

N/A

O4. Please update list of course offered during AY2001 as part of the teacher prep program specifically for working with American Indian students. Information provided is based on a 1999 compilation.

Type	Course #	Course Title	Credits	Pre-requisite	Description	Enrollment AY 2002

**Appendix A**  
**The University of Montana-Western**

**O. TEACHER EDUCATION**

O1. Describe in the space below the process you use to recruit American Indian students into your teacher prep programs:

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.

O2. How many teachers of American Indian ethnicity received a teaching degree during Academic Year 2001-02?

# of Teachers

7

O3. How many individuals completed a Class 7 certification in teaching an American Indian language on your campus during Academic Year 2001-02?

# of Individuals  
Receiving  
Certificates

0

O4. Please update list of course offered during AY2001 as part of the teacher prep program specifically for working with American Indian students. Information provided is based on a 1999 compilation.

Type	Course #	Course Title	Credits	Pre-requisite	Description	Enrolled AY 2002
U	ED 360	Children's Lit	3		Upon completion of the course students will be familiar with the historical background of children's literature--authors, illustrations, classification, and storytelling	13
U	ED 377	Tech Ed for Elementary Teachers	2	TEP	The courses are designed to prepare elementary teachers with skills and activities, which can be integrated with other areas of instruction.	4
U	ED 381	Lit & Assessment	3	TEP, ED 370	Upon completion of this course, students will be familiar with assessment and instruction for reading and writing variations in the K-8 program.	4
U	ED 370	Lit & Language	3	TEP	Upon completion of this course students will have investigated concepts related to the K-8 reading and writing program.	4
U	ED 379	Music for Elementary Teachers	2	MUS 101, TEP, Coreq: ED 380	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.	4
U	HIST 371	MT and the American 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.	12

**Appendix A**  
**The University of Montana-Western Continued**

Type	Course #	Course Title	Credits	Pre-Requisite	Description	Enrolled AY2002
U	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.	9
U	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.	11
U	MUS 101	Music Fundamentals	2		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.	11
U	HPE 241	Health Ed	3	HPE 102	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.	12
U	ED 379	Music for Elementary Teachers	2	MUS 101, TEP, Coreq: ED 380	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.	12
U	ED 301	Foundations of Ed	2	TEP, coreq: 331 & 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.	11
U	ED 331	ED Psych, Management, & Assess	3	TEP, coreq: 301 & 341	Students will understand and apply theories and research about learning, development, cognition, assessment, motivation, and management and teaching strategies.	10
U	ED 341	Exceptional Learner	2	TEP, coreq: 301 & 331	An introduction to learners with a range of special needs including disabilities, at risk, gifted, and culturally different.	11

**Appendix B  
Cooperative Agreements**

<b>CAMPUS</b>	<b>Tribe/ Tribal College</b>	<b>Tribe / TC Contact</b>	<b>MUS Unit</b>	<b>Contact</b>	<b>Purpose</b>
MSU-Billings	Blackfeet CC	Deana McNabb	MSU-Billings	Karen Everett	Yearly update of equivalency guide
MSU-Billings	Blackfeet CC	Carol Murray	MSU-Billings	Karen Everett	Dual admission agreement
MSU-Billings	Crow Agency	Crow Agency	MSU-Billings	Sandra Rietz/Kay Streeter	Literacy Development
MSU-Billings	Chief Dull Knife College	Maria Charette	MSU-Billings	Karen Everett	Yearly update of equivalency guide
MSU-Billings	Chief Dull Knife College	Maria Charette	MSU-Billings	Karen Everett	Dual admission agreement
MSU-Billings	Chief Dull Knife College		MSU-Billings	MS Fishbaugh	Offer SPED Courses for Endorsement
MSU-Billings	Fort Belknap C	Michelle Lewis	MSU-Billings	Karen Everett	Yearly update of equivalency guide
MSU-Billings	Fort Belknap C	Carol Chandler	MSU-Billings	Karen Everett	Dual admission agreement
MSU-Billings	Fort Peck CC	Terri DeLong	MSU-Billings	Karen Everett	Yearly update of equivalency guide
MSU-Billings	Fort Peck CC	Deborah Wetsit	MSU-Billings	Ron Sexton	Dual admission agreement in progress
MSU-Billings	Fort Peck CC		MSU-Billings	MS Fishbaugh	Offer SPED Courses for Endorsement
MSU-Billings	Little Big Horn College	Frederick Lefthand	MSU-Billings	Karen Everett	Yearly update of equivalency guide
MSU-Billings	Little Big Horn College – Crow	A2 Grant	MSU-Billings	Ken Miller	Teacher Preparation Grant
MSU-Billings	Little Big Horn College – Crow/Northern Cheyenne	Career Ladder Grant	MSU-Billings	Sue Barfield	Teacher Preparation Grant
MSU-Billings	Little Big Horn College	Second Career Ladder Grant	MSU-Billings	Sue Barfield	Teacher Preparation Grant
MSU-Billings	Little Big Horn College		MSU-Billings	MS Fishbaugh	Offer SPED Courses for Endorsement
MSU-Billings	Northern Cheyenne	Equity for Women with Disabilities Grant	MSU-Billings	Marsha Sampson	Improved Employment Outcomes Grant

**Appendix B  
Cooperative Agreements**

<b>CAMPUS</b>	<b>Tribe/ Tribal College</b>	<b>Tribe / TC Contact</b>	<b>MUS Unit</b>	<b>Contact</b>	<b>Purpose</b>
MSU-Billings	Salish-Kootenai C	Kurt Folden	MSU-Billings	Karen Everett	Yearly update of equivalency guide
MSU-Billings	Salish-Kootenai C	Joe McDonald	MSU-Billings	Karen Everett	Dual admission agreement
MSU-Billings	Stone Child College	Ted Whitford	MSU-Billings	Karen Everett	Yearly update of equivalency guide
MSU-Billings	Stone Child College		MSU-Billings	MS Fishbaugh	Offer SPED Courses for Endorsement
MT Tech	Little Big Horn College				Provide Job Training with emphasis on Brownfields Remediation/EPA Funded
MT Tech	Haskell Indian Nations University				TOSC & TOSNAC Programs Technical Outreach Services for Communities &
MT Tech					Technical Outreach Services to Native American Communities/EPA Funded
MT Tech	Environmental Justice AIHEC schools				Environmental Education Web site designed for AIHEC Schools/EPA funded
MT Tech	Rocky Boy College				TOSC activity Provide education i.e. Groundwater Workshop.
MT Tech	Fort Belknap Reservation				Brownfields Work through TOSC/TAB & the RMR HSRC/EPA Funded
MT Tech	Crow Nation of Indians				EPA Brownfields Job Training Grant
MT Tech	Minority Initiative/MWTP				Work with Mining Impacted Reservation and Indian owned lands/EPA Funded
MT Tech	Blackfeet Community 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	Dawson Community 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	Chief Dull Knife College				Transfer Agreements (guidelines) exist for the following tribal colleges, and community colleges on or near Indian reservations that serve a Native American population:

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Cooperative Agreements**

<b>CAMPUS</b>	<b>Tribe/ Tribal College</b>	<b>Tribe / TC Contact</b>	<b>MUS Unit</b>	<b>Contact</b>	<b>Purpose</b>
MT Tech	Flathead Valley Community College (Dual Admission-Concurrent Application)				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	Fort Peck Community 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	Little Big Horn 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	Miles Community 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	Salish-Kootenai 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	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:
MSU-Bozeman	All MT Tribal Colleges				MSU Libraries conducts annual Tribal College Librarians Professional Development Institute (8 years)
MSU-Bozeman	All MT Tribal Colleges				MSU Extension agreements fund programs at all seven Tribal Colleges
MSU-Bozeman	Blackfeet, Flathead, Ft. Belknap and Northern Cheyenne Reservations.				MSU Extension Indian Reservation Program funds Extension Agents

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<b>CAMPUS</b>	<b>Tribe/ Tribal College</b>	<b>Tribe / TC Contact</b>	<b>MUS Unit</b>	<b>Contact</b>	<b>Purpose</b>
MSU-Bozeman	Five Tribal Colleges.				MSU-UM NSF/EPSCoR grant with formal agreements
MSU-Bozeman	Tribal College partners				MSU-UM NIH Biomedical Research Infrastructure Network grant applications
MSU-Bozeman	Tribal colleges in multiple ways				American Indian Recruitment into Careers in Health (ARCH)--collaborates with Montana's
MSU-Bozeman	Consortium with 7 tribal colleges				American Indian Research Opportunities (AIRO)--
MSU-Bozeman	Fort Belknap, Fort Peck, and Little Big Horn Colleges				Bridges (under AIRO)---to help tribal college students transfer successfully.
MSU-Bozeman	Fort Peck and Chief Dull Knife Colleges				Agriculture in a Global Context (USDA/CSREES)--distance delivery of three upper level courses
MSU-Bozeman	Subcontract from Fork Peck				2002 Farm Bill Education--
MSU-Bozeman	Collaborative research project with Fort Peck and the Montana Grain Growers Association				Marketing channels for alternative crops--
MSU-Bozeman	Fort Belknap College				CLTW Project (NSF)--Field and research internships
MSU-Bozeman	Fork Peck--faculty training in Mobile School 500 lab				Communication Closet Project (NSF-EPSCoR)
MSU-Bozeman	Fort Peck				Rural Systemic Initiative Program; Jason Project (Brown University/MCI)-provide resources to CIM project
MSU-Bozeman	Little Big Horn				Environmental Science Research on Crow Res. (NSF-EPSCoR)-stipends/research to outstanding science majors
MSU-Bozeman	Salish Kootenai				SKC Water Lab Testing & Use (USDS/CSREES)--training and testing

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<b>CAMPUS</b>	<b>Tribe/ Tribal College</b>	<b>Tribe / TC Contact</b>	<b>MUS Unit</b>	<b>Contact</b>	<b>Purpose</b>
MSU-Bozeman	Stone Child College				On-site undergraduate research program (NSF-EPSCoR)-funding for lab materials and supplies
MSU-Bozeman	MSU/Blackfeet Consortia				Career Ladder Teacher Training Program (USDE)
MSU-Bozeman	MSU/Blackfeet Consortia				Teachers and Personnel Training Grant (USDE)
MSU-Bozeman	Signed letters of support and collaboration with 6 tribal colleges				Caring for Our Own (Division of Nursing, BHP, HRSA)
MSU-Bozeman	4 tribal college partners				Digital Cultural Heritage Project (Dept. of Commerce)
MSU-Bozeman	Tribal college and reservation community cultural consultants				National Teachers Enhancement-Elementary (NSF)--culturally relevant curriculum
MSU-Bozeman	Partnership with 5 regional universities, Fort Belknap College and reservation schools				Center for Learning and Teaching in the West (NSF)
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. Due to program changes at all the institutions, the articulation agreements are currently being revised.
MSU-Northern	MSU-N is a partner with the Blackfeet Community College's				PITTA Grant. We provide the "bridges" program for students who are preparing for careers in science or math and science/math education. Summer 2002 is the first of a three summer delivery.



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<b>CAMPUS</b>	<b>Tribe/ Tribal College</b>	<b>Tribe / TC Contact</b>	<b>MUS Unit</b>	<b>Contact</b>	<b>Purpose</b>
MSU-Northern	Blackfeet Community College, Fort Belknap Community College, and Fort Peck Community College.				MSU-N has engaged to provide services for the Indian Education Professional Development Grants that were awarded to Blackfeet Community College, Fort Belknap Community College, and Fort Peck Community College. Our contract with them expires June 30, 2002. However, we have been asked to continue our relationship with the graduates as part of a mentoring program that is supported by the grant. While no details of the agreement have been finalized, we should be working together to mentor first year teachers who have graduated from the professional development program beginning this fall.
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.				The MSU-N Educational Opportunity Center (EOC) has sites at 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. The EOC is currently developing service at Fort Benton, Little Big Horn College, and Chief Dull Knife College.
UM-Western	In conjunction with Salish Kootenai College				Bachelor of Science in Elementary Education beginning fall term, 1997.
UM-Missoula	Confederated Salish and Kootenai Tribes			Fred Allendorf, Biological Sciences	Genetic analysis of trout populations on the Flathead Indian Reservation \$20,000
UM-Missoula	Confederated Salish and Kootenai Tribes			Mark Lorang, Flathead Lake Biological Station	Polson Bay Spit Assessment \$25,000
UM-Missoula	Confederated Salish and Kootenai Tribes			Mark Lorang, Flathead Lake Biological Station	Wolf Point Gravel Beach Erosion \$2585

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<b>CAMPUS</b>	<b>Tribe/ Tribal College</b>	<b>Tribe / TC Contact</b>	<b>MUS Unit</b>	<b>Contact</b>	<b>Purpose</b>
UM-Missoula	Chippewa Cree Tribal Water Resource Department			William Prentiss and Tom Foor, Anthropology	Rocky Boy's Reservation Archeological Survey \$44381
UM-Missoula	Salish Kootenai College			Rama Nemani, Forestry	Earth System Science Student Research Experiences at Salish Kootenai College Year 2 (subcontract of NSF funds). \$2129
UM-Missoula	Blackfeet Community College			Nabil Haddad, Psychology	Mental Health Career Pipeline for Montana's Reservations \$49151
UM-Missoula	Chief Dull Knife College			Willard Granath, Biological Sciences	Montana Network for Biomedical Research Opportunities re-grant (in process) \$3875
UM-Missoula	Chief Dull Knife College			Nabil Haddad, Psychology	Mental Health Career Pipeline for Montana's Reservations \$49151
UM-Missoula	Fort Belknap College			Nabil Haddad, Psychology	Mental Health Career Pipeline for Montana's Reservations \$50706
UM-Missoula	Fort Peck Community College			Carrie Cochran, Montana Campus Compact	Montana Campus Corps Americorps re-grant \$13255
UM-Missoula	Fort Peck Community College			Willard Granath, Biological Sciences	Montana Network for Biomedical Research Opportunities re-grant (in process) \$10,000
UM-Missoula	Fort Peck Community College			Nabil Haddad, Psychology	Mental Health Career Pipeline for Montana's Reservations \$49151
UM-Missoula	Little Big Horn College			Willard Granath, Biological Sciences	Montana Network for Biomedical Research Opportunities re-grant (in process) \$10,000
UM-Missoula	Salish Kootenai College			Carrie Cochran, Montana Campus Compact	Montana Campus Corps Americorps re-grant \$15296
UM-Missoula	Salish Kootenai College			Nabil Haddad, Psychology	Mental Health Career Pipeline for Montana's Reservations \$48840
UM-Missoula	Salish Kootenai College			Penny Kukuk, Biological Sciences	Training American Indians in Environmental Biology \$29515
UM-Missoula	Salish Kootenai College			Dean McGovern, Montana Campus Compact	SuperPartners Service Learning Program re-grant \$6316

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UM-Missoula	Salish Kootenai College			Jack Stanford, Flathead Lake Biological Station	Biocomplexity - Dynamic Controls on Emergent Properties of River Flood Plains \$15000
UM-Missoula	Stone Child Community College			Nabil Haddad, Psychology	Mental Health Career Pipeline for Montana's Reservations \$49151
UM-Missoula	All Seven Tribes	DPHHS-MTUPP	The University of Montana-Missoula	Bernadette Bannister and Sharon Alexander, Continuing Education	DPHHS-MTUPP Conference: "Many Voices, One Message: Keep Tobacco Sacred." March 20-21, 2001, at Salish Kootenai College
UM-Missoula	Hosted by UM-M. Sponsored by DPHHS-MTUPP and Native American Tribes Unite for Healthier Families and the Confederated Salish Kootenai Tribes of the Flathead Nations.	(Department of Public Health and Human Services-Montana Tobacco Use Prevention Program)	(MTUPP-RC: Montana Tobacco Use Prevention Program Resource Center)		
UM-Missoula	All Seven Tribes	DPHHS-MTUPP	The University of Montana-Missoula	Bernadette Bannister and Sharon Alexander, Continuing Education	DPHHS-MTUPP Workshop on Writing Responses to RFP's for Federal Funding of Local Programs; Hosted by CE at UM-M, sponsored by DPHHS-MTUPP
UM-Missoula	Salish Kootenai College	Joseph McDonald, President	The University of Montana-Missoula	Rustem Medora, School of Pharmacy and Allied Health Sciences	Affiliation Agreement to Establish a Health Career Pipeline
UM-Missoula	Fort Peck Community College	Deborah Wetsit, Academic Vice President	The University of Montana-Missoula	Rustem Medora, School of Pharmacy and Allied Health Sciences	Affiliation Agreement to Establish a Health Career Pipeline

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<b>CAMPUS</b>	<b>Tribe/ Tribal College</b>	<b>Tribe / TC Contact</b>	<b>MUS Unit</b>	<b>Contact</b>	<b>Purpose</b>
UM-Missoula	Blackfeet Community College	Dorothy Still Smoking, President	The University of Montana-Missoula	Rustem Medora, School of Pharmacy and Allied Health Sciences	Affiliation Agreement to Establish a Health Career Pipeline
UM-Missoula	Cankdeska Cikana Community College (Totten, ND)	John Lohnes, Acting President	The University of Montana-Missoula	Rustem Medora, School of Pharmacy and Allied Health Sciences	Affiliation Agreement to Establish a Health Career Pipeline
UM-Missoula	Sinte Gleska University (Rosebud, SD)	Leland Bordeau, Vice President for Academic Affairs	The University of Montana-Missoula	Rustem Medora, School of Pharmacy and Allied Health Sciences	Affiliation Agreement to Establish a Health Career Pipeline
UM-Missoula	Si Tanka College (Eagle Butte, SD)	Sherry Means, Vice President	The University of Montana-Missoula	Rustem Medora, School of Pharmacy and Allied Health Sciences	Affiliation Agreement to Establish a Health Career Pipeline
UM-Missoula	Wind River Rural Systemic Initiative	Molly Holt, Director	The University of Montana-Missoula	Rustem Medora, School of Pharmacy and Allied Health Sciences	Affiliation Agreement to Establish a Health Career Pipeline
UM-Missoula	Chippewa Cree Health Clinic	Janet Belcourt, Chief Executive Officer	The University of Montana-Missoula	Rustem Medora, School of Pharmacy and Allied Health Sciences	Affiliation Agreement to Establish a Health Career Pipeline
UM-Missoula	Tribe/Tribal College	Tribe/TC Contact	MUS Unit	Contact	Purpose
UM-Missoula	Blackfeet Community College	Dorothy Still Smoking, President	The University of Montana-Missoula	Frank Matule, Executive Director of Enrollment Services	Transfer Articulation Agreement and Memorandum of Understanding for Dual Admission

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<b>CAMPUS</b>	<b>Tribe/ Tribal College</b>	<b>Tribe / TC Contact</b>	<b>MUS Unit</b>	<b>Contact</b>	<b>Purpose</b>
UM-Missoula	Salish Kootenai College	Joseph McDonald, President	The University of Montana-Missoula	Frank Matule, Executive Director of Enrollment Services	Transfer Articulation Agreement, Memorandum of Understanding for Dual Admission (in progress)
UM-Missoula	Fort Peck Community College	Deborah Wetsit, Academic Vice President	The University of Montana-Missoula	Frank Matule, Executive Director of Enrollment Services	Transfer Articulation Agreement, Memorandum of Understanding for Dual Admission (in progress)
UM-Missoula	Little Big Horn College	Henry Real Bird, President	The University of Montana-Missoula	Frank Matule, Executive Director of Enrollment Services	Transfer Articulation Agreement, Memorandum of Understanding for Dual Admission (in progress)
UM-Missoula	Stone Child College	Steve Galbavy, President	The University of Montana-Missoula	Frank Matule, Executive Director of Enrollment Services	Transfer Articulation Agreement and Memorandum of Understanding for Dual Admission
UM-Missoula	Chief Dull Knife College	Alonzo Spang	The University of Montana-Missoula	Frank Matule, Executive Director of Enrollment Services	Transfer Articulation Agreement and Memorandum of Understanding for Dual Admission
UM-Missoula	Fort Belknap College	Carole Falcon Chandler	The University of Montana-Missoula	Frank Matule, Executive Director of Enrollment Services	Transfer Articulation Agreement, Memorandum of Understanding for Dual Admission (in progress)
UM-Missoula	Tribe/Tribal College	Tribe/TC Contact	MUS Unit	Contact	Purpose
UM-Missoula	Salish Kootenai College	Stacey Sherwin, Nursing Department	The University of Montana-Missoula	David Strobel, Graduate School	Consultant on Bush Foundation Faculty Development Grant
UM-Missoula	Salish Kootenai College	William Swaney, Environmental Science Instructor	The University of Montana-Missoula	William Woessner, Department of Geology	NSF Biocomplexity proposal in collaboration with Jack Stanford at the Flathead Biological Station which provides an opportunity for students at the SKTC to participate in field work and start a parallel project on the Jocko River

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<b>CAMPUS</b>	<b>Tribe/ Tribal College</b>	<b>Tribe / TC Contact</b>	<b>MUS Unit</b>	<b>Contact</b>	<b>Purpose</b>
UM-Missoula	Blackfeet Community College	Julene Kennerly, Chair, Human Services Department	The University of Montana-Missoula	Nabil Haddad, Chair, Department of Psychology	Partners in Mental Health Careers Opportunity Program (MHCOP)
UM-Missoula	Chief Dull Knife College	Judy Davis, Dean	The University of Montana-Missoula	Nabil Haddad, Chair, Department of Psychology	Partners in Mental Health Careers Opportunity Program (MHCOP)
UM-Missoula	Fort Belknap College	Mary John Taylor, Dean	The University of Montana-Missoula	Nabil Haddad, Chair, Department of Psychology	Partners in Mental Health Careers Opportunity Program (MHCOP)
UM-Missoula	Fort Peck Community College	Deborah Wetsit, Academic Vice President	The University of Montana-Missoula	Nabil Haddad, Chair, Department of Psychology	Partners in Mental Health Careers Opportunity Program (MHCOP)
UM-Missoula	Salish Kootenai College	Alice Chumrau, Associate Academic Vice President	The University of Montana-Missoula	Nabil Haddad, Chair, Department of Psychology	Partners in Mental Health Careers Opportunity Program (MHCOP)
UM-Missoula	Stone Child College	Steve Galbavy, President	The University of Montana-Missoula	Nabil Haddad, Chair, Department of Psychology	Partners in Mental Health Careers Opportunity Program (MHCOP)
UM-Missoula	Salish Kootenai Confederated Tribes	D. Fred Matt	The University of Montana-Missoula	Nabil Haddad, Chair, Department of Psychology	The University of Montana-Missoula
UM-Missoula	Salish Kootenai College	Pat Hurley, Head Natural Resources	The University of Montana-Missoula	Perry Brown, Dean, School of Forestry	Rocky Mountain Cooperative Ecosystem Studies Unit (federal/university partnership)

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<b>CAMPUS</b>	<b>Tribe/ Tribal College</b>	<b>Tribe / TC Contact</b>	<b>MUS Unit</b>	<b>Contact</b>	<b>Purpose</b>
UM-Missoula	Blackfeet Community College	Debra Davis, Academic Dean	The University of Montana-Missoula	Phil Bain, Registrar	Assess performance of their students who transfer to Missoula
UM-Missoula	Salish Kootenai College	Gerald Slater, Academic VP	The University of Montana-Missoula	Phil Bain, Registrar	Assess performance of their students who transfer to Missoula
UM-Missoula	Confederated Salish Kootenai Tribe	Constitutional Review Committee	The University of Montana-Missoula	James Lopach, Department of Political Science	Advised tribe regarding revision of its constitution
UM-Missoula	Muckleshoot (Auburn, Washington)	John Halliday	The University of Montana-Missoula	Jeff Greene, Department of Political Science	Conducted an Economic development Study/Report
UM-Missoula	Blackfeet Community College	Dorothy Still Smoking, President (1997)	The University of Montana-Missoula	Department of Foreign Languages and Literatures	Provided classrooms, language laboratories, and monitors for the Montana Blackfeet Language course
UM-Missoula	Blackfeet Community College	M. Last Star, student (1996)	The University of Montana-Missoula	Stan Rose, Department of Foreign Languages and Literatures	Certified competency in Blackfeet sign language
UM-Missoula	Salish Kootenai College	Lanny Real Bird (1999)	The University of Montana-Missoula	O. W. Rolfe, Department of Foreign Languages and Literatures	Provided address on principles of second language learning at Learning Lodge Institute involving eleven native Montana languages
UM-Missoula	Blackfeet Community College	Dorothy Still Smoking, President	The University of Montana-Missoula	Melanie Hoell/Ray Carlisle, University College/Educational Opportunity Program	Advising services for students enrolled in dual admissions program
UM-Missoula	Salish Kootenai College	Joseph McDonald	The University of Montana-Missoula	Michelle Henderson, Executive Director, School of Business	American Indian Business Leaders

**Appendix C  
Trainings**

<b>Campus</b>	<b>Description</b>	<b>Dates Held</b>	<b>Participants*</b>	<b>Number Attending</b>	<b>Duration</b>	<b>Comments</b>
GFCOT	Native American Day	9/01	Faculty/Students	180	8 hrs	
GFCOT	Diversity Training	9/01	Faculty	37	2 hrs	
GFCOT	Cultural Training	2/02	Public/Students/Faculty	120	1.5 hrs	
GFCOT	Voices of hope conference	10/01	Faculty	2	8 hrs	
GFCOT	Gender Equity	5/01	Faculty	34	3 hrs	
GFCOT	Women's Lecture Series "Respect"	3/02	Faculty	6	1 hr	
GFCOT	Women's Lecture Series "Turning Lemons into Lemonade"	3/02	Faculty	4	1 hr	
MT Tech	Native American Heritage Day	9/26 & 27/01	Students, faculty, staff, administrators, and community	200+	2 day event	Event included traditional meals, local news interviews/coverage with current undergraduate Native American students, guest presenters, and a Native American Artifact display in the student Union
MT Tech	ARLEE Celebration	7/3-5/01	Students	24	2 day event	Montana Tech's STEP Program sponsored 24 students to attend the annual Pow*Wow in Arlee as a cultural diversity program
MT Tech	Diversity Day	6/23/2001	Students	34	6hrs	Students toured Mai Wah (Asian Culture) Museum in Butte, plus Lebanese guest speaker, and participated in traditional Native American games lead by staff and faculty from Salish Kootenai College
MT Tech	Holocaust Speaker	4/23/2002	Class/campus	30-40	1hr	Hanneke Ippisch-Speaker
MT Tech	Post 9/11 Forum	9/?/01	Students, faculty, staff, administrators, and community	50	2hs	Sponsored by C.L.U.B. Tech to support our Middle East Students and explain/discuss the Middle East history and current events
MT Tech	Sexual Harassment on campus	8/21/2002	Faculty & staff	50	3hrs	Educate and prevent harassment and discrimination
MT Tech	Leadership	2/14/2002	Faculty & staff	15	3hrs	Leadership development
MT Tech	Coaching skills	5/17/2002	Faculty & staff	15	2hrs	Staff development
MT Tech	Be Assertive and Keep Your Job	3/12/2002	Faculty & staff	20	3hrs	Employees in difficult situations



**Appendix C  
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MT Tech	How to collaborate with colleagues	4/10/2002	Faculty & staff	12	3hrs	Communication and organization understanding
MT Tech	What to Do When Working Together Isn't Working	4/18/2002	Faculty & staff	10	3hrs	Socialization and accepting others
MSU-Bozeman	New Employee Orientation-- Policies on sexual harassment/discrimination	about every 6 weeks	staff	10-15	30 minutes	Part of an afternoon session for new employees.
MSU-Bozeman	New Faculty Orientation	Annual in Aug.	faculty	30-40	1 hour	Focus on teaching the cultural different, cross cultural communications, and policies and procedures. <i>Faculty Instructional Manual</i> contains section on teaching Native American students.
MSU-Bozeman	New Extension Faculty Orientation	Annually in Sept.	faculty	4-10	45 minutes	Focus on diversity and tolerance issues in rural Montana.
MSU-Bozeman	Graduate Student Orientation	each semester	students	100-200	35 minutes	Part of all day training; cross cultural communications in classroom and sexual harassment.
MSU-Bozeman	Diversity Training & Team Building for Dept. of Athletics	Aug 16-17	DIA coaches, staff, and administrators	65	2 days	Focused on overcoming barriers to effective communication, planning, prejudice reduction, and team building. Billy Mills and Clayton Small presented workshops and information sessions.
MSU-Bozeman	BOB (Becoming Our Best) training -- Student Affairs	2nd week in Sept.	students	71	half day	Part of 2 day workshop preparing student leaders to work with freshmen.
MSU-Bozeman	Retention Advisor Training	1st week in Sept.	students & staff	11	1 hour	Part of 6 hours of training
MSU-Bozeman	General Studies Seminar: training for facilitators and peers	19-Aug	staff & students	64	2 hours	Part of full day workshop
UM-Western	Multi-cultural seminar: Melting Pot or Mosaic: America in the 21st Century.	3/20/2002	Faculty, Staff, Administrators, and Students	Approximately 100	2	Carlos Diaz of Florida Atlantic University, the seminar speaker, also made presentations to several classes.
UM-Missoula	Resident Assistant Training	8/01	Residence Hall student staff	75	2	Annual training
UM-Missoula	Intergroup Dialogue Groups	Fall and Spring Semesters	Students	10 each semester	16 hours each semester	Facilitated group had members of a variety of ethnic backgrounds and life experiences--positive experience to better understand similarities and differences.
UM-Missoula	Training of Trainers	9/28/01-9/30/01	Campus and community	52	24	National Coalition Building Institute (NCBI) Workshop
UM-Missoula	Sexual Assault Recovery Services (SARS)	10/15/2001	SARS staff and volunteers	12	3	NCBI Workshop

**Appendix C  
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UM-Missoula	Freshman Interest Group Class	10/15/2001	Students and instructor	25	1	NCBI Workshop
UM-Missoula	College of Technology Freshman Seminar	10/16/2001	Students and professor	25	2	NCBI Workshop
UM-Missoula	Center for Leadership Development (CLD) Emerging Leaders	10/16/2001	Students and coordinator	18	2	NCBI Workshop
UM-Missoula	Association of College Unions International Regional Conference	10/18/2001	Students and staff	40	2	NCBI Workshop
UM-Missoula	Human Rights Week	12/3/01-12/7/01	Students, faculty, staff, and community	500	one week	Office of Vice President for Student Affairs supported these activities with a \$10,000 Student Diversity Enhancement Program grant.
UM-Missoula	Intersession Workshop	1/15/2002	Staff, faculty, and administrators	24	3	NCBI Workshop
UM-Missoula	Office of Civic Engagement Workshop for Martin Luther King, Jr.	1/21/2002	MLK, Jr., Day volunteers	27	3	NCBI Workshop
UM-Missoula	Part II Intersession	1/22/2002	Staff and faculty	8	3	NCBI Workshop
UM-Missoula	College of Technology Freshman Seminar	2/25/2002	Students and professor	17	2	NCBI Workshop
UM-Missoula	Gender in Society Class	2/27/2002	Students and professor	40	1	NCBI Workshop
UM-Missoula	Alternative Medical Approaches	3/02	Curry Health Center staff	75	1	In-service training on alternative medicines and practices.
UM-Missoula	CLD Emerging Leaders	3/5/2002	Students and coordinator	18	2	NCBI Workshop
UM-Missoula	Peers Reaching Out (PROS)	3/13/2002	Students and instructor	20	3	NCBI Workshop
UM-Missoula	Workshop on serving students with disabilities	3/14/2002	Griz Central staff	20	1	Staff (front line)
UM-Missoula	Workshop on working with international students	3/14/2002	Griz Central staff	20	1	Staff (front line)
UM-Missoula	Model Arab League	Spring 2002	Students	75	2 days	Office of Vice President for Student Affairs supported this activity with a \$1,000 grant. The Provost contributed \$1,000. The President provided \$400.

**Appendix C  
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UM-Missoula	Kyi-Yo Pow Wow	Spring 2002	Students, high school students	50	4	Office of Vice President for Student Affairs supported this activity with a \$1,500 grant. The President provided \$3,000.
UM-Missoula	English as a Second Language Class	4/1/2002	Students and instructor	13	1	NCBI Workshop
UM-Missoula	International Cultural Festival	4/9/2002	Community, students, faculty, and staff	3,000+	5	Annual festival of cultures. The Provost contributed \$1,000. The President provided \$1,000.
UM-Missoula	Soccer Team	4/10/2002	Team members and coaches	20	2	NCBI Workshop
UM-Missoula	Iris Heavy Runner Workshop on NA Retention	4/15/2002	Faculty and staff	35	4	Have had weekly follow-up discussions on proposals to improve retention of Indian students. The Provost contributed \$763.
UM-Missoula	Campus/Community	4/19/2002	Staff, administrators, and community	36	8	NCBI Workshop
UM-Missoula	Leadership Clinic	4/24/2002	Soccer team and coaches	20	2	NCBI Workshop
UM-Missoula	Intro to Social Work Class	4/30/2002	Students and professor	25	2	NCBI Workshop
UM-Missoula	Medical Ethics Class	4/30/2002	Students and professor	20	2	NCBI Workshop
UM-Missoula	Workshop on serving students with disabilities	5/2/2002	Griz Central staff	21	1	Staff (front line)
UM-Missoula	Workshop on working with international students	5/2/2002	Griz Central staff	21	1	Staff (front line)
UM-Missoula	Division of Educational Research and Service Workshop	5/3/2002	Staff, faculty, administrators, and students	16	2	NCBI Workshop
UM-Missoula	Speaking Truth to Each Other: The Role of NAS in K-16 Education	5/16/01-5/18/01	Teachers, students, Tribal leaders	180	2 days	Organized in collaboration with the Office of the Commissioner of Higher Education. The Provost contributed \$1,000. The President provided \$2,100.
UM-Missoula	Residence Hall Programs	various	Students	2,300	1	Diversity and cultural sensitivity are required programming for each RA
UM-Missoula	International and Native Cuisine Workshops	on-going	Dining Services staff	10-15	varies	Learn traditions, menus, and cooking techniques to prepare foods from other cultures
UM-Missoula	Educational Leadership Workshop	6/12/2002	Students and faculty	25	2.5	NCBI Workshop

**Appendix C  
Trainings**

UM-Missoula	IBIS Core	6/13/2002	Undergraduate Biology students	5	3	NCBI Workshop
UM-Missoula	Health Care Opportunities	6/18/2002	Students and instructors	30	2	NCBI Workshop
UM-Missoula	Upcoming: Multi-cultural Ed Class	6/26/2002	Students and professor	25	3	NCBI Workshop
MSU-Billings	American Indian Heritage Day Celebration	NA	Legislatures, Tribal Elders, Administrators, Students	NA	NA	A tipi rising, food, song/dance and gift exchange between Inter-Tribal Indian Club and MSU members took place during the celebration
MSU-Billings	Native American Student Focus Group	NA	Administration, Faculty, Students	NA	NA	This included eight diverse members including different, gender, age, major, tribe, clubs, organizations, and year-in-college
MSU-Billings	Cultural Forum " <i>No Fear in our Community</i> "	NA	Administrators, staff, and students	NA	NA	Follow up forum was conducted because of popular demand, " <i>No Fear in our Community #2</i> "
MSU-Billings	Workshop entitled, " <i>Developing Effective Working Relationships with Indian Tribes and Organizations</i> "	NA	Students, Faculty	NA	NA	Formed a partnership with LDK Associates, Sheridan, WY to provide a tribal relations workshop. College credits were offered through the College of Professional Studies and Lifelong Learning.