

**MONTANA UNIVERSITY SYSTEM CAMPUS DIVERSITY REPORTS:
JANUARY 2001****I. Executive Summary**

PURPOSE AND LIMITATIONS OF THE STUDY: The present report is a first effort to assemble and utilize standardized data 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 baseline data against which future progress may be measured and to explore and resolve irregularities in data inasmuch as possible.

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) and from standard MSU campus enrollment (Registrars') reports. The decision to use IPEDs data was driven by the wish to use as much as possible campus-reported data and to have comparable data for all campuses. This decision brought with it some unanticipated problems:

- At the time data was assembled, NCES had not published degree completion data for 1997-98 or 1998-99. This has since been published and will be distributed to the Board and campuses prior to the January 2001 meeting with comment invited at that meeting and in the July reports.
- Mid-way in the reporting period NCES changed its report formats on enrollments and completions, affecting the ability to track consistently over the period.
- Some campuses had not been reporting transfer trends and retention for six-year graduation rates because they were not required to.

Finally, the MUS conversion to Banner software seems to have caused some "ripples" in the data. For example, there are increased numbers of "unknowns" in the racial category from one year to the next. The University of Montana indicates that job applicants who formerly did not indicate ethnicity were defaulted to Caucasian and are not categorized as unknown. Other "irregularities" in data will be addressed in the individual campus reports.

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 numbers of American Indian students enrolled increased steadily from 872 in Fall 1990 to 1122 in Fall 1999 for a total gain of 28.7 percent over the decade (Chart 1). By way of context, this growth compares favorably to the overall MUS enrollment gain of 12.74 percent for the same period.

Lacking from this study is any assessment of the impact of the Tribal Colleges on MUS enrollments of American Indian students. Although founded in the 1970's and 1980's, the Tribal Colleges have enjoyed increased prominence in the 1990's as they were added to the Federal Land-Grant legislation and appropriations. This factor will warrant additional study in subsequent reports.

COMPLETIONS: The number of American Indian 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). With respect to associate degree productivity, again it is unclear what impact the Tribal Colleges have on MUS enrollments and completions. The number for 1991-92 seems anomalous and will be investigated further.

Chart 3 shows MSU baccalaureate productivity from 1989-90 through 1996-97 with 1991-92 data suggesting irregularities. The number of baccalaureate degrees awarded in the MUS increased by 22.03 percent overall while the number of bachelor's degrees awarded to American Indians increased 47.2 percent (from 53 to 78).

Chart 4 reports the number of master's degrees awarded to American Indian students. These increased from seven (7) in 1989-90 to 26 in 1996-97, a gain of 271 percent. Master's degrees awarded in the MUS increased by only 33.44 percent, from 625 in 1989-90 to 834 in 1996-97.

Chart 5 shows the data on the award of doctoral degrees in the MUS. There was a 32.86 percent increase in doctoral degrees awarded between 1989-90 and 1996-97, from 70 to 93 although the final upswing is preceded by several "down" years. In the same period, 12 doctoral degrees were awarded to American Indian students with a high of five (5) in 1996-97 and none awarded in 1994-95 and 1995-96. There is, to date, no sustained pattern of doctoral completions among American Indian students in the MUS.

FUNDING: Campuses report a variety of funding mechanisms with a great reliance on discretionary and outside resources, including Federal grants. Several campuses rely on TRIO programs (Upward Bound, Education Talent Search, Educational Opportunity Program) to provide transition and academic support to minority students.

This year several Tribal Colleges in cooperation with MUS institutions, applied for and were awarded U.S. Department of Education Teacher Corps grants to fund teacher training programs offered by a collaboration between the two- and four-year institutions. Such programs involve Western Montana College, MSU-Northern, MSU-Billings and Rocky Mountain College.

The most positive aspect of the funding picture lies in the increased utilization of the Indian Fee Waivers authorized under Regents' policy 940.13. Charts 6 and 7 demonstrate the growth in Indian Fee Waivers by Full-Time Equivalent (FTE) students and dollars expended. There was a 30 percent growth in FTE between 1990-91 and 1999-2000, from 464 funded FTE to 603. Since 1997-98, the FTE funded has ranged around 600, suggesting that this level of support is sustainable. Indian Fee Waiver expenditures have also grown steadily from \$479,519 in 1990-91 to @1,293,017 in 1999-2000. Taking into account the 104 percent increase in tuition over the same period, data nonetheless reveal an additional 64 percent growth reflecting new investment in American Indian students.

FACULTY: Changes in faculty and staff overall are unremarkable. 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.

American Indian Administrators, Faculty and Staff in MUS

	<u>1995</u>	<u>1997</u>	<u>1999</u>
Executive Full Time	4	4	4
Executive Part Time	30	34	34
Tenured	5	6	7
Nontenure/Not on Tenure track	8	6	1
Tenure track	6	5	6
Full-Time staff	55	60	66

COURSEWORK AND PROGRAMS: Campuses offer a variety of courses and programs for students to pursue multicultural or Native American studies. Each campus has a general education component related to this field of study, and some campuses require specifically coursework in Native American studies. The past two years have seen the elevation of the Native American Studies program at the University of Montana to departmental status and the approval of a Master of Arts in Native American Studies at Montana State University-Bozeman.

Chart 1
MUS System American Indian Student Fall
Enrollment 1990-1999

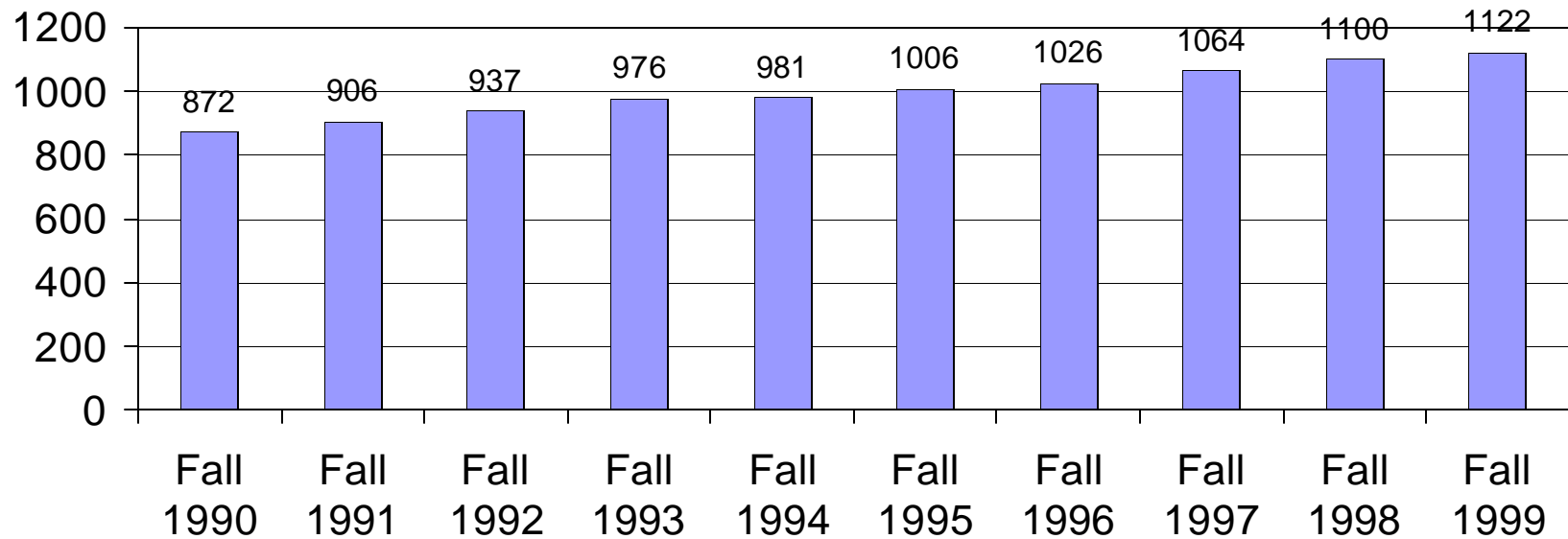


Chart 2
MUS System Associate Degrees Awarded 1989-90 to 1996-97
American Indian Students

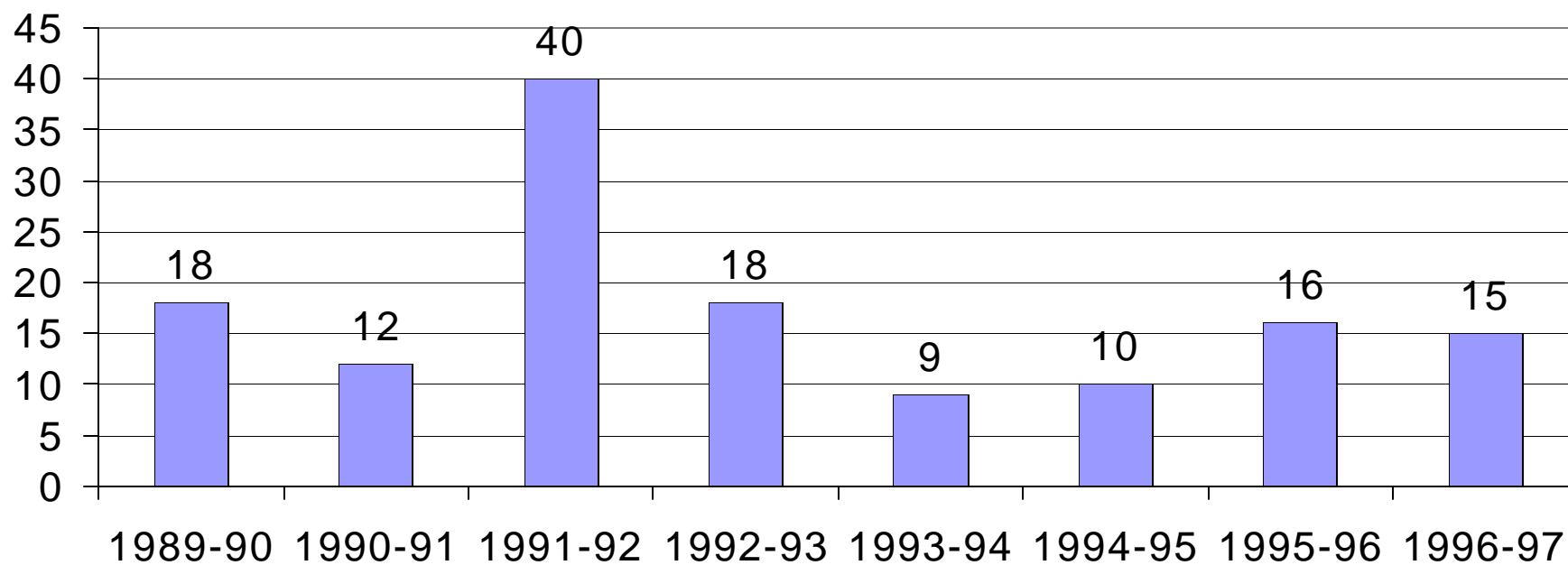


Chart 3
MUS System Bachelor Degrees Awarded 1989-90 to 1996-97
American Indian Students

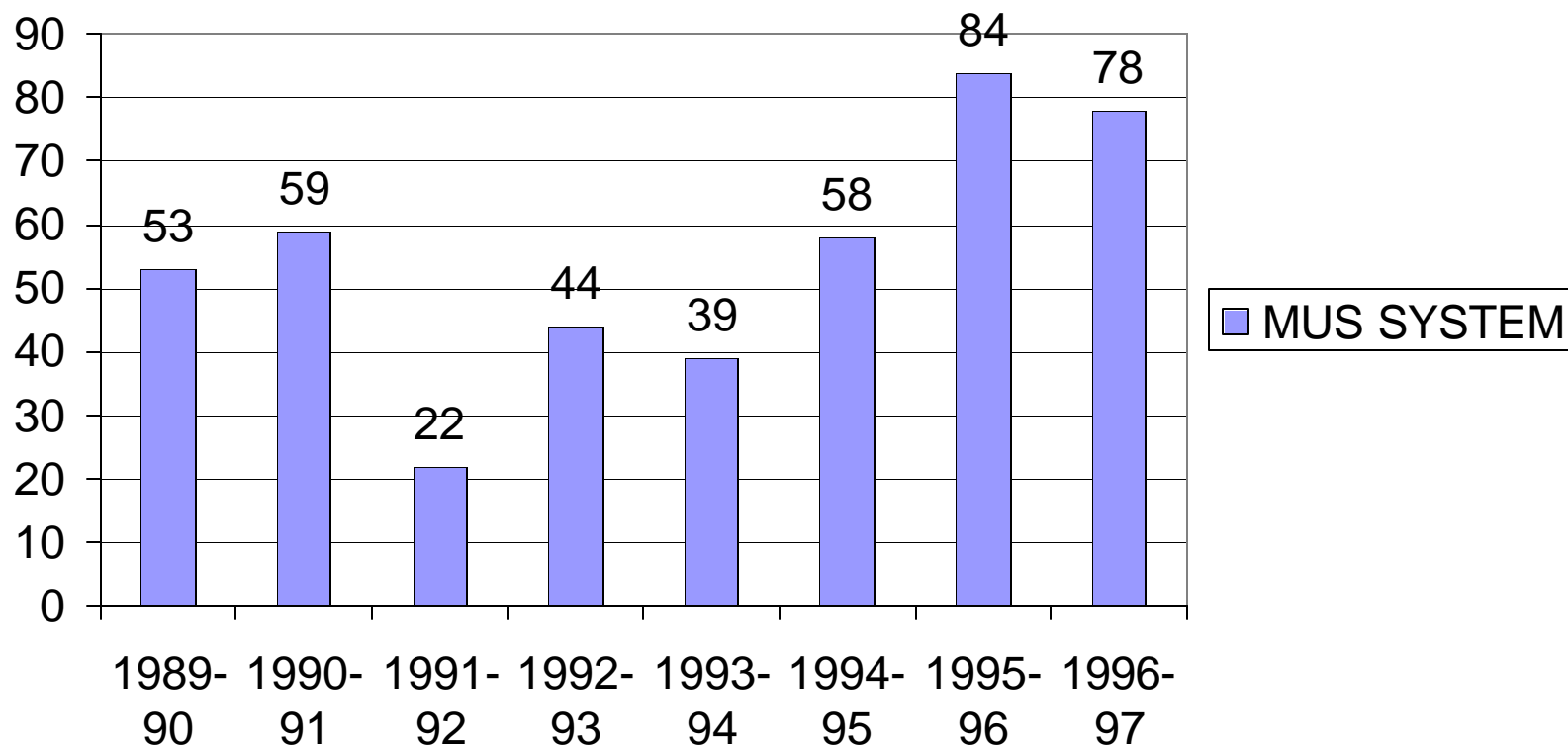


Chart 4
MUS System Master Degrees Awarded 1989-90 to
1996-97
American Indian Students

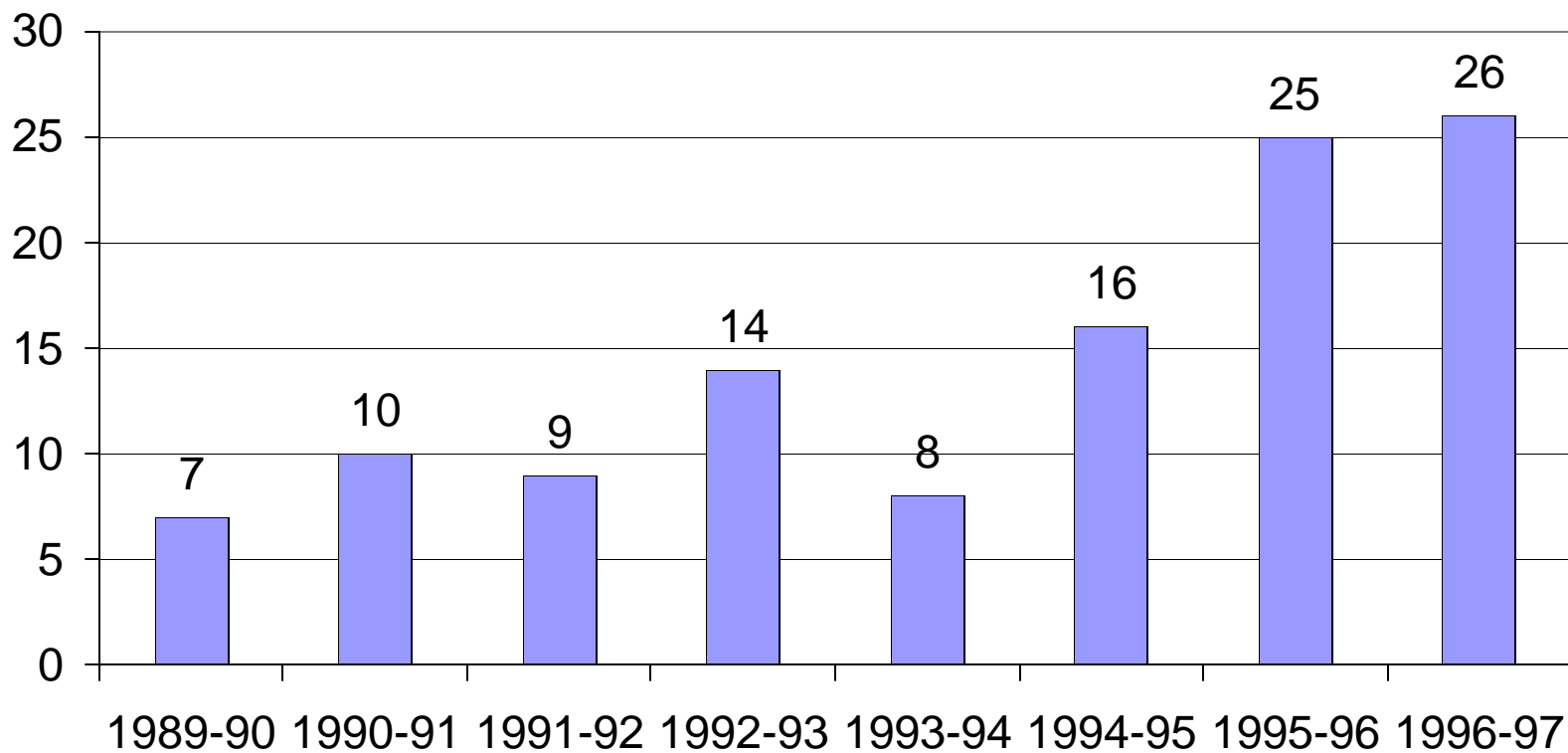


Chart 5
MUS System Doctorate Degrees Awarded 1989-
90 to 1996-97
American Indian Students

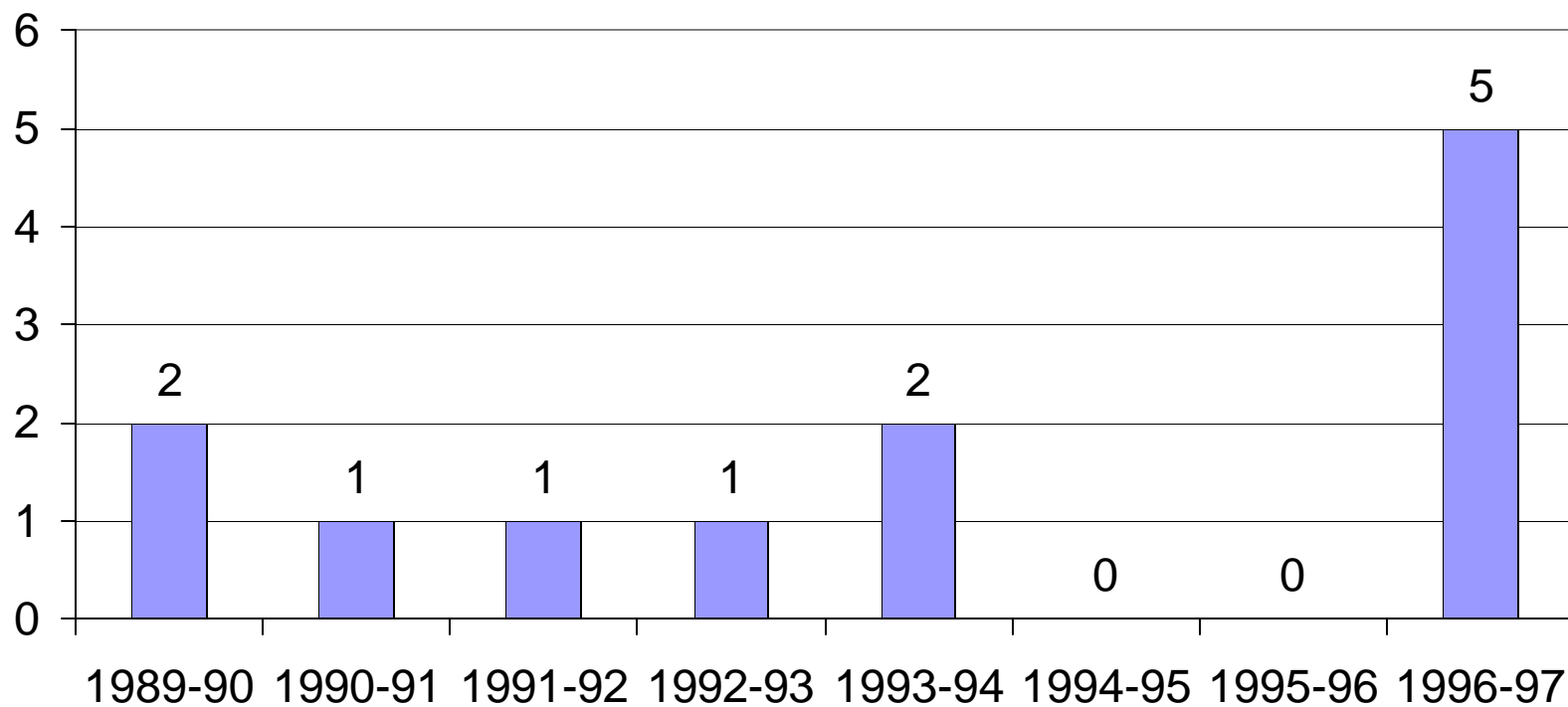


Chart 6
MUS Indian Fee Waivers Growth in FTE
1990-91 to 1999-00
(30.1% Growth)

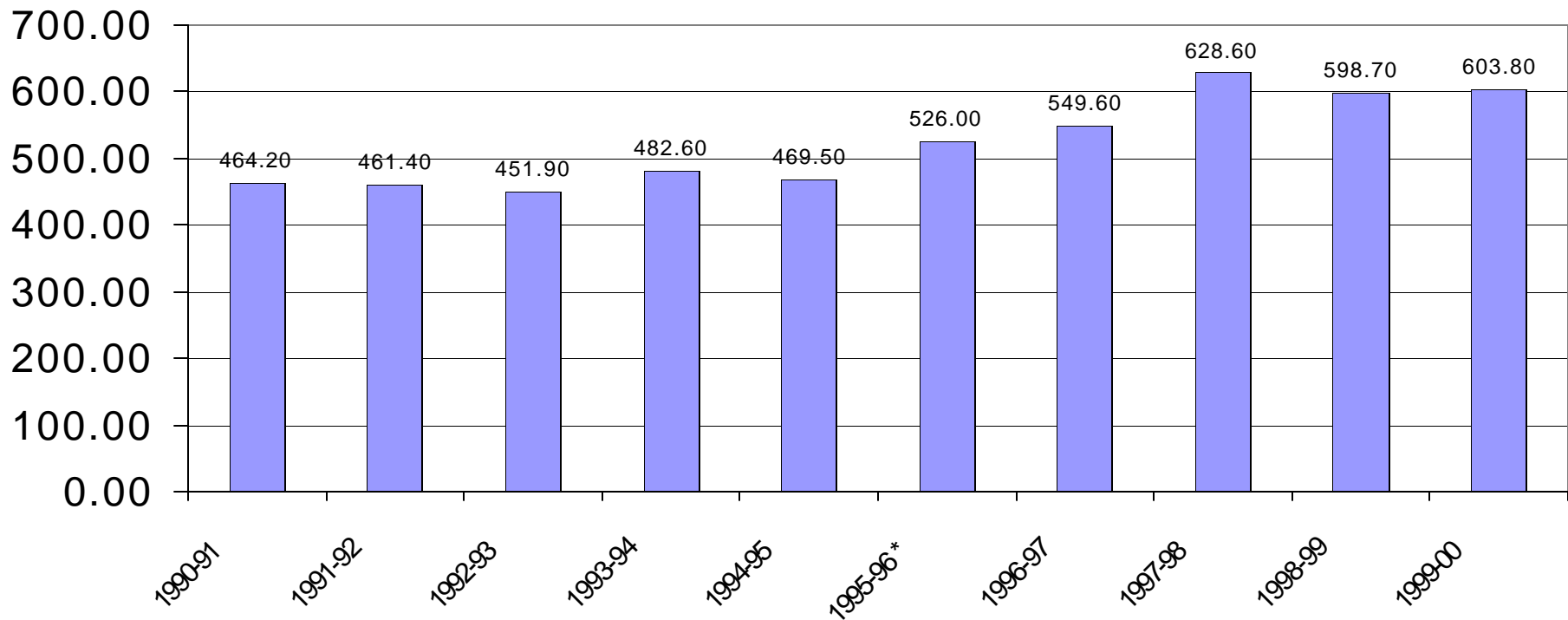
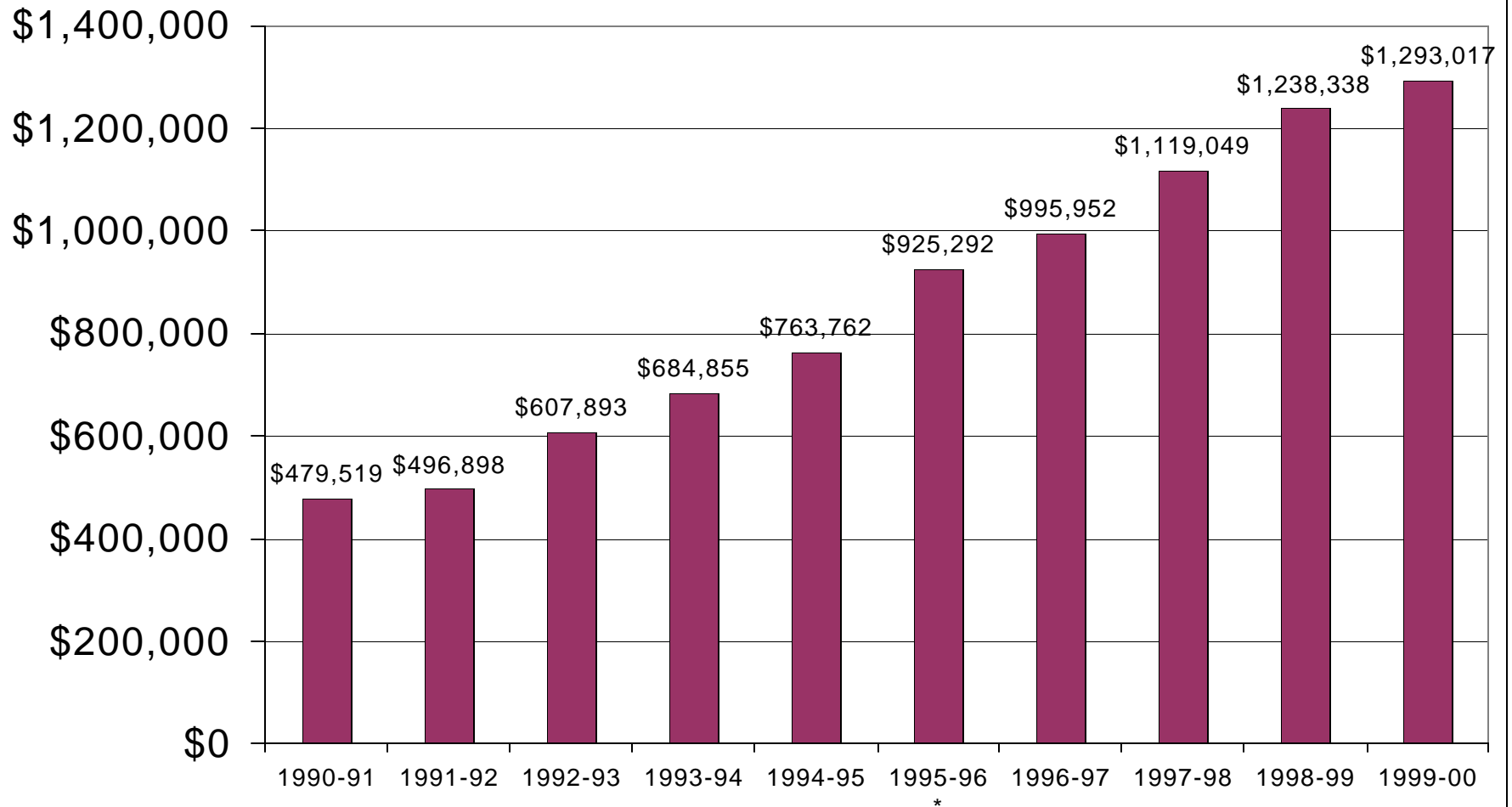


Chart 7
MUS Indian Fee Waivers Growth in Dollars 1990-91 to 1999-00
(170% Growth)



II. Statement of Objective

In response to the recommendations of the HB 528/Montana History Committee of the Board of Education, the Commissioner of Higher Education prepared a policy statement and action plan for the Montana University System. Among the objectives cited are the following:

- (1) that campus communities must promote multicultural diversity for the benefit of all students;
- (2) that campus academic leaders will ensure that the curriculum is enhanced by the infusion of content that fosters multicultural awareness; and
- (3) that the participation and achievement of American Indian students should be, at a minimum, equal to their representation in the state's population.

With regard to the latter, "The Board also recognizes the need to significantly increase the number of American Indian faculty, staff, and administrators. To that end, the Board pledges its cooperation with the Board of Public Education, the Office of Public Instruction, Indian tribes, and American Indian Tribal Colleges. The Montana University System will create a comfortable and welcoming environment for American Indian students and staff and will provide professional development and educational opportunities so that students and staff of the university system will have a better understanding of American Indian culture and history.

The Board of Regents believes that its conscientious attention to these matters will emphasize their importance to those throughout the system and therefore will require periodic reports from its campuses and universities on progress in meeting the requirements of Article X, MCA 20-1-501ff, and Board of Regents Policy 1902. The Board commits itself to the careful and public review of those reports..."

The present documents, including campus data and narratives, are intended to answer the Board of Regents' directive for periodic, public reports on the Montana University System's progress in meeting the requirements of Article X, MCA 20-1-501ff and the Board's Policy 1902.

III. Copy of Policy Statement

SUBJECT: Miscellaneous

Policy 1902 Minority Achievement; Montana University System [This version coded to the Report Format]

Board Policy:

The Board of Regents recognizes the desirability for campus environments to promote multicultural diversity and for the participation and achievement of American Indian and other minority students to be, at a minimum, equal to their representation in the state's population. To that end, the Board pledges its cooperation with the Board of Public Education, the Office of Public Instruction, American Indian tribal colleges, and other American Indian and minority entities within the State and adopts the following goals for higher education in Montana:

P-1 1. To enroll and graduate American Indians and other minorities in proportion to their representation in the state's population. In measuring the outcome of this goal it is expected that the students would originate from the State of Montana and that the proportional representation would apply both at the undergraduate and graduate levels. Further, it is expected that the minority students would have comparable levels of achievement with non-minority students.

P-2 2. To increase the employment of American Indians and other underrepresented minorities in administrative, faculty and staff positions to achieve representation equal to that of the relevant labor force.

P-3 3. To enhance the overall curriculum by infusion of content which enhances multicultural awareness and understanding.

The following guidelines based upon recommendations from the National Center for Postsecondary Governance and Finance should be considered:

G-1 1. **State Priorities Publicly.** Colleges and universities that publicly announce goals to eliminate race/ethnicity-related differences in achievement via press releases and other public statements in a wide range of arenas indicate their commitment to educational opportunity.

G-2 2. **Commit Discretionary Dollars.** Discretionary institutional dollars spent to recruit, retain and graduate American Indian and other minority students communicates commitment better than federal or state categorical grant programs. Conversely, limiting participation in programs to eligible students according to state or federal guidelines, or terminating programs when external funds are withdrawn, advertises that commitment to equal educational opportunity is optional. Campus presidents and chancellors are encouraged to plan for use of various strategies to enable their campus to use a portion of their available discretionary funds each year to support the Board policy.

G-3 3. **Employ American Indian and other Minority Leaders.** Employing American Indian and other minorities in positions of senior leadership sends a clear message about the importance and value of cultural diversity among professional institutional staff.

G-4 4. **Collect Relevant Data.** Institutions that routinely collect information about the achievement patterns of American Indian and other minority undergraduates, differentiated by admission status and department, are well positioned to address popular perception and to design focused strategies that build on success and contain failure.

G-5 5. **Meet Student Needs Systematically.** Institutions intent on equity will provide comprehensive and integrated support services to remove barriers to academic achievement and social integration. Institutions will take a proactive role in helping American Indian and other minority students secure financial aid based on their participation in support programs and their potential for earning supplemental income.

G-6 6. **Emphasize Quality.** In the past it has been common to define quality as a function of those excluded. Institutions with the smallest acceptance ratios excluded minorities disproportionately. Today any workable definition of quality must include diversity, but not at the expense of rigor and excellence. American Indian and other minority students need high quality education.

G-7 7. **Collaborate With Public Schools, Private and Parochial Colleges, Community Businesses, Tribal Agencies, Tribal Colleges and other Agencies.** A team approach will enable communities of organizations to raise the aspirations of American Indian and other minority students and to strengthen their academic preparation. Elementary and high school students need demystifying campus contacts and role models and should be given adequate financial aid information.

Articulation arrangements should be developed between community colleges, tribal colleges and four-year programs to eliminate unnecessary loss of transfer credit. Organizations and businesses influential in the American Indian and other minority communities should motivate and provide economic support for the college bound.

G-8 8. **Provide a Supportive Learning Environment.** Bridge programs, extended classes covering required material, tutoring, learning laboratories, collaborative study groups and intrusive advising should be provided to help under-prepared students who are the most vulnerable to academic failure.

G-9 9. **Support the Development of Culturally Sensitive and Multicultural Faculty.** Effective institutions expand the pool of American Indian and other minority professors by mentoring graduate

students or junior faculty members and providing them with support for additional graduate training. Such institutions also give rewards, tenure and promotion based on evidence of good teaching--characterized by direct student contact, caring, mentoring, sensitivity to cultural differences, and high expectations for all students.

Institutions also provide campus wide sensitization activities that address racism, cultural differences and awareness, learning styles and environments on an ongoing basis.

G-10 **10. Develop and Maintain a Comfortable Social Environment on Campus and in the Greater Community.** Academically well-prepared American Indian and other minority students have been distracted from their studies by incidents of racism. Institutions concerned about eliminating discrimination, harassment and low expectations for minorities, provide special programs, services, and facilities to help minority groups retain their sense of cultural identity and adjust to isolation. The most effective strategy is proportional representation.

Procedures:

In consultation with the Office of the Commissioner of Higher Education, each campus president or chancellor will develop an action plan to accomplish the System goals for multicultural diversity. The plans are to be submitted to the Board of Regents. Action results will periodically be submitted to the Commissioner who will make available such results to interested parties and to the general public.

History: Item 67-001-R0690, Minority Achievement; Montana University System, September 13, 1990; as revised November 18, 1999 ([Item 104-103-R0999](#)).