

Montana Tech: Diversity Program Review



Year Under Review: Fall 2015 –Spring 2016
Submitted: Spring 2017

Result of Assessment Committee Review:

CONTENTS

Background 3

Objectives 3

Benchmarks 3

Presence of Structural Diversity 3

 Highlands College (South Campus) 4

 Montana Tech (North Campus)..... 6

Diversity Related Initiatives..... 12

 Policies: 12

 Other Programs 12

 Events 13

Diverse Interactions 14

 Courses 14

 benchmark..... 14

 Clubs 15

 benchmark..... 15

 cinematech film series 16

Diversity Strengths and Weaknesses Summary..... 16

MONTANA TECH DIVERSITY

Background

Montana Tech believes that the enhancement of diversity is beneficial to the entire Tech community (students, faculty, staff, alumni, and friends) and strives to create a climate that welcomes heterogeneity. Our measures of diversity include race, ethnicity, gender, socioeconomics index, religion, sexual orientation, non-traditional students, disability status, veteran status, and first generation students.

We use a three prong approach to assess diversity:

- 1) Presence of structural diversity (reflects numbers and proportions of representation)
- 2) Diversity-related initiatives (policies, programs, and events that expand diversity related activities)
- 3) Diverse Interactions (exchanges of diverse ideas and experiences among diverse individuals)

Objectives

1. Identify Montana Tech's Structural Diversity
2. Identify Montana Tech's diversity-related initiatives
3. Describe the diverse interactions available to the Montana Tech Community

BENCHMARKS

The primary measure is to be at or above the previous year's program reviews diversity index (e.g. number of active clubs should be the same or increase).

PRESENCE OF STRUCTURAL DIVERSITY

As a STEM dominated institution our gender diversity is skewed towards male with only 31% of the student body being female on the north campus but skewed female with only 46% of the student body being male at Highlands. Enrollment on campus sits just under 3,000 students on its two campuses with a student body that presents a national and global snapshot representing 53 Montana counties, 45 states & territories, and 19 foreign countries. The demographics of Faculty, Staff, and Students at each campus are given below (Tables 1-10, Figures 1-4).

HIGHLANDS COLLEGE (SOUTH CAMPUS)

Table 1. Highlands College Full-time Instructional Faculty, Fall 2015

Fall 2015	N	Male	Female	International	Minorities
Highlands College Full Time Instructional Faculty	21	62%	38%	0%	0%

Table 2. Highlands College Student population, Fall 2015

Fall 2015	TOTAL	Male	Female	International	Minorities	Veterans	Disabilities	Pell Recipients
Highlands College	850	46%	54%	0%	6%	4%	5%	34%
Degree Seeking	549	47%	53%	0%	7%	n/a	n/a	n/a
Non Degree Seeking (Including Dual Enrollment)	301	44%	56%	0%	4%	n/a	n/a	n/a

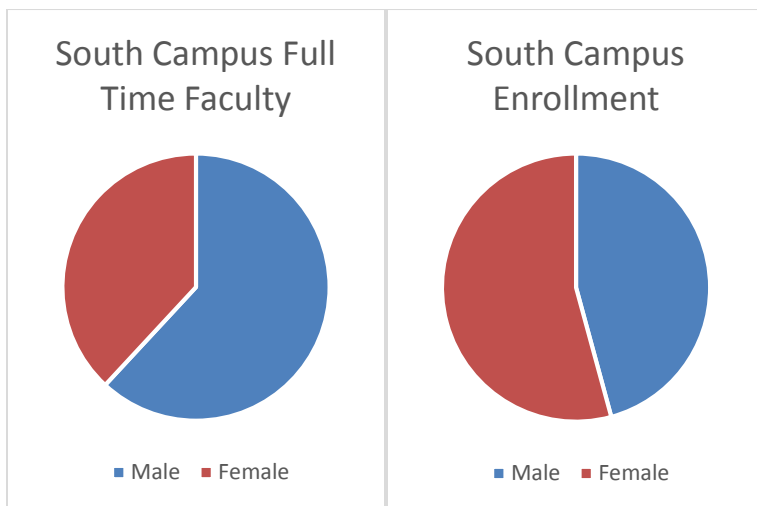


Figure 1. Highlands College Gender distribution of Full-Time Instructional faculty and students, Fall 2015

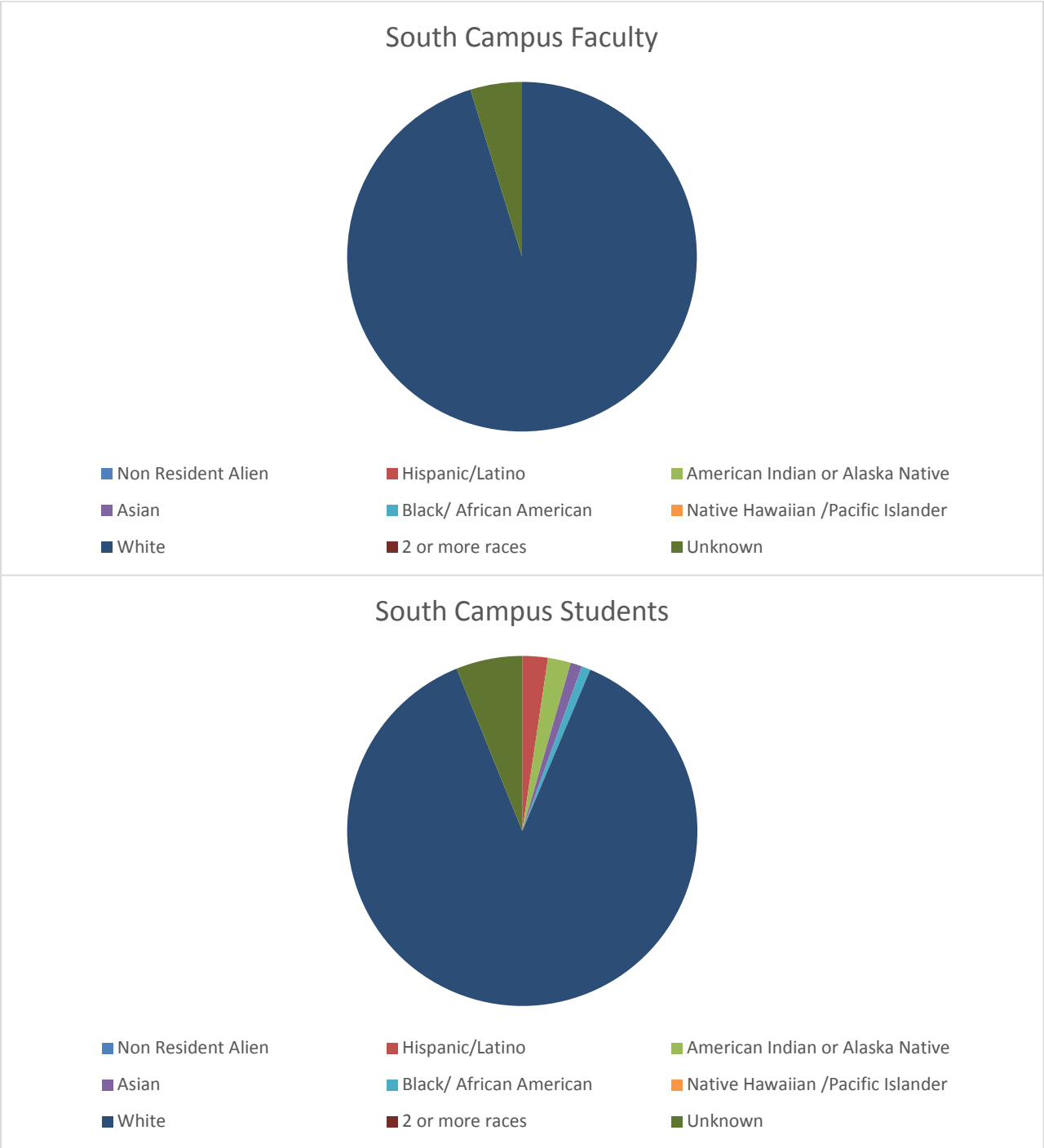


Figure 2. Highlands College Ethnic distribution of Full-Time Instructional faculty and students, Fall 2015

MONTANA TECH (NORTH CAMPUS)

Table 3. North Campus Full-time Instructional faculty, Fall 2015

Fall 2015	N	Male	Female	International	Minorities
College of Letters and Science and Professional Studies	66	48%	52%	6%	8%
School of Mines and Engineering	58	84%	16%	10%	10%
North Campus Total	124	65%	35%	8%	9%

Table 4. North Campus Student population, Fall 2015

Fall 2015	TOTAL	Male	Female	International	Minorities	Veterans	Disabilities	Pell Recipients
North Campus	2130	69%	31%	13%	5%	4%	3%	
Undergraduates	1920	69%	31%	14%	5%	4%		29%
Graduates	210	64%	36%	7%	8%	4%		

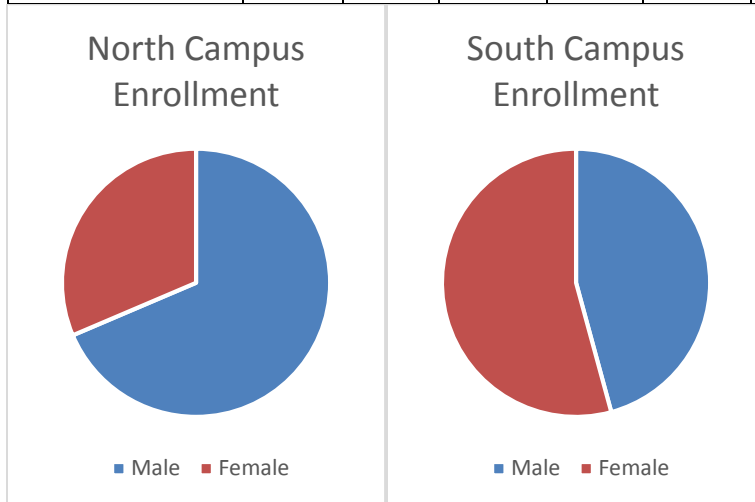


Figure 3. North Campus Gender distribution of Full-time Instructional faculty and students, Fall 2015

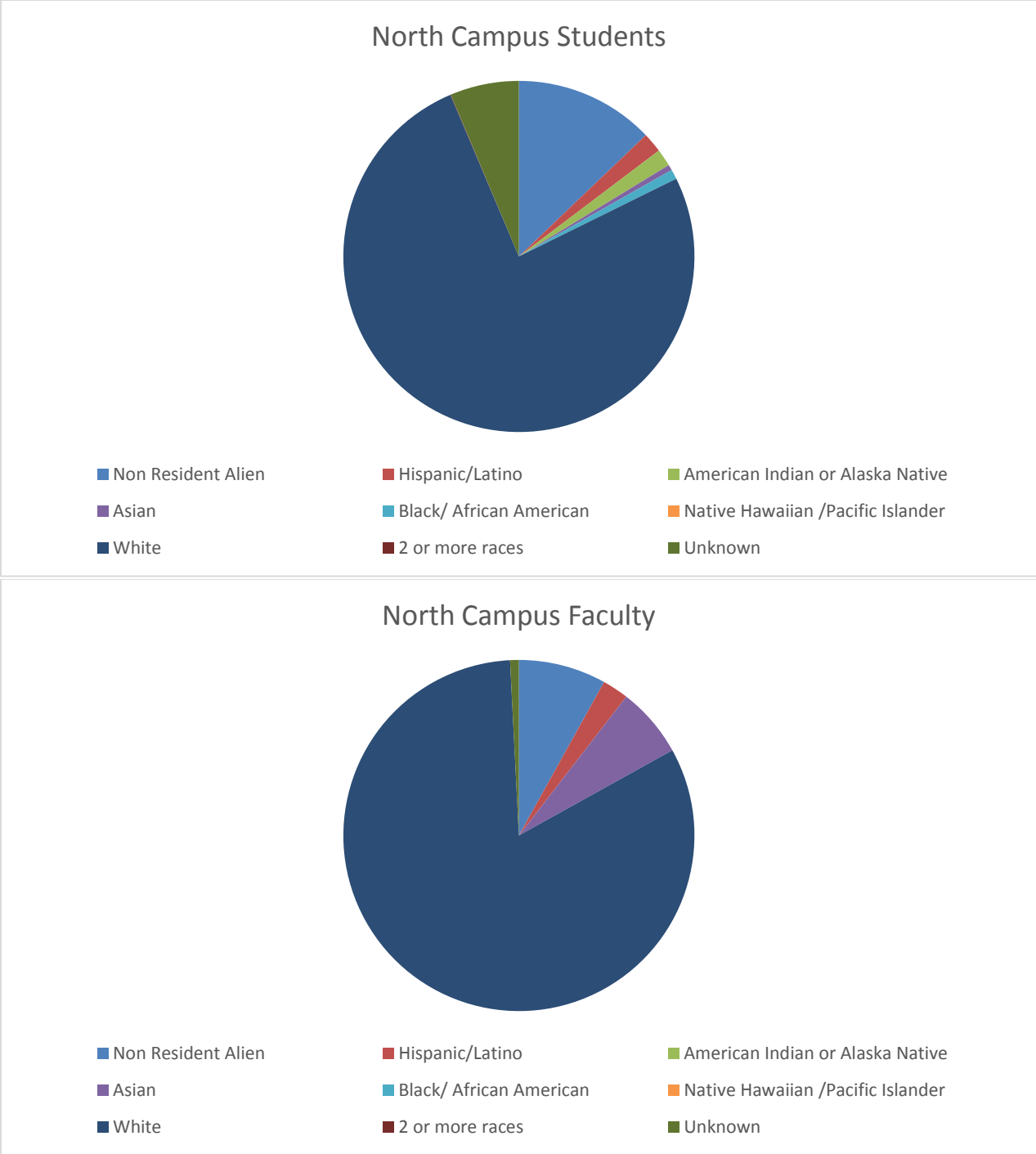


Figure 4. North Campus Ethnic distribution of Full-time Instructional faculty and students, Fall 2015

Table 5. North and South Campus part-time instructional faculty, Fall 2015

Fall 2015	N	Male	Female	International	Minorities
Part time Instructional Faculty	84	50%	50%	0%	2%

Table 6. Montana Tech full time and part-time non-instructional staff, Fall 2015

Fall 2015	N	Male	Female	International	Minorities
Full Time Non Instructional Staff	271	51%	49%	1%	6%
Part Time Non Instructional Staff	121	61%	39%	0%	15%

**this table includes the Bureau of Mines*

Table 7. School of Mining and Engineering female student and faculty percent, Fall 2015

	Student	Faculty
Engineering (excludes Software Engineering)	15%	12%
Occupational Safety & Health/ Industrial Hygiene	39%	43%
School of Mining & Engineering Total	19%	16%

Table 8. College of Letters, Sciences, and Professional Studies female student and faculty percent, Fall 2015

	Student	Faculty
Nursing	84%	100%
College of Letters, Sciences, and Professional Studies (excluding nursing)	47%	44%
College of Letters, Sciences, and Professional Studies Total	57%	52%

Table 9. Montana Tech Peer Institution female student and faculty percent

	Percent Female (Fall 2014)	
	Students	Full Time Instructional Staff
Montana Tech Peer Institutions		
Colorado School of Mines	28%	27%
Missouri University of Science and Technology	23%	25%
New Mexico Institute of Mining and Technology	32%	20%
South Dakota School of Mines and Technology	22%	Unknown
Montana Tech (North Campus)	31%	33%

Table 10. Peer institution fall 2014 enrollment

Fall 2014 Enrollment										
Institution Name	N	Race/ ethnicity unknown	two or more races	White	Native Hawaiian/ Pacific Islander	Black or African American	Asian	American Indian or Alaska Native	Hispanic/ Latino	Nonresident Alien
Colorado School of Mines	5,962	2%	4%	71%	0%	1%	4%	0%	7%	11%
Missouri University of Science and Technology	8,640	4%	2%	68%	0%	3%	3%	0%	3%	18%
New Mexico Institute of Mining and Technology	2,127	1%	3%	56%	0%	2%	3%	3%	25%	7%
South Dakota School of Mines and Technology	2,798	1%	3%	81%	0%	2%	2%	2%	4%	6%
Montana Tech	2,945	6%	0%	81%	0%	1%	1%	2%	2%	8%

Table 11. Peer institution instructional staff fall 2014

Fall 2014 Full Time Instructional Staff										
Institution Name	N	Race/ ethnicity unknown	two or more races	White	Native Hawaiian / Pacific Islander	Black or African American	Asian	American Indian or Alaska Native	Hispanic/ Latino	Nonresident Alien
Colorado School of Mines	284	0%	0%	76%	0%	1%	12%	0%	4%	5%
Missouri University of Science and Technology	265	1%	1%	62%	0%	2%	19%	0%	1%	14%
New Mexico Institute of Mining and Technology	121	1%	0%	75%	0%	0%	17%	0%	7%	0%
South Dakota School of Mines and Technology										
Montana Tech	148	3%	0%	89%	0%	0%	7%	0%	1%	1%

Evaluation:

The south campus has a disproportionate female population and a disproportionate male faculty. The north campus is disproportionate towards male in both faculty and student representation. Montana Tech's part-time faculty and part-time non-instructional staff are both disproportionately male and full-time non instructional staff is slightly skewed towards female. Overall, our campus is disproportionately males, as would be expected by the mix of academic programs. A surprising finding is that the college that houses our humanities and social sciences only has 44% of the faculty (excluding nursing as female) as female and only 47% of the students are female (Table 8). Our overall gender distribution matches our peer institutions however; our campus has lower representation. In CLSPS, all but 1 department has gender diversity (Nursing is all female at the faculty level), Highlands, Trades has no gender diversity (all male) and SME, Electrical Engineering, General Engineering, Geophysical, Metallurgical, and Mining are all male at the faculty level. Ethnic distributions among faculty and students are similar to our peer institutions. There were slight shifts in numbers between academic year 2014-2015 and academic year 2015-2016 but no significant differences.

DIVERSITY RELATED INITIATIVES

Diversity is one of Montana Tech's core values. In the Strategic Plan, "Promoting a diverse and inclusive campus environment" is the first objective for the Theme addressing Montana Tech Community. Thus, Montana Tech is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that respects individuality and embraces and welcomes all people of different races, colors, religions, sexes, ages, political ideas, national origins, creeds, gender identities, gender expressions, sexual orientations, marital or family statuses and those who serve or have served in the uniformed services and those with physical or mental disabilities. Montana Tech believes such an inclusive environment is necessary for a healthy learning, working, and living atmosphere that embraces, respects, and celebrates diversity in all its forms. Montana Tech utilizes policies, programs, and events to enhance, improve, and celebrate diversity.

POLICIES:

There were no changes to our current employee and prospective employee policies. You can view the policies in the [2014-2015 Program Review](#)

OTHER PROGRAMS

Montana Tech offers a variety of programs that encourage activities related to increasing diversity.

TRIO/SSS/Institute

Pell-eligible students with no parent or guardian who graduated from college are the least likely to engage in or understand the value of higher education and research, so this federally funded program is designed to increase the number of disadvantaged students who stay in the STEM pipeline. Program participants were funded to be in laboratories for six to eight weeks of intensive, in-depth research experience with faculty.

STEM Summer Camps

In Summer 2015 Montana Tech hosted two summer camps targeting young (under 18) women interested in the sciences. These camps were "Making Innovations in Engineering & Science" (MINES) and "Create Math,".

Highlands College Passport Program

In Fall 2015 a female student from Saudi Arabia hosted the passport to Islam.

Sloan Indigenous Graduate Partnership

Because of the commitment to and opportunity for Native American students, for 10 years, Montana Tech has been one of the five (now six) universities in the USA that participates in the Sloan Indigenous Graduate Partnership (funded by the Alfred P. Sloan Foundation). This program provides mentoring, scholarship support, tuition waivers, and assistantships to American Indian/Alaska Native students pursuing graduate degree programs in STEM. In 2015-16 Montana Tech had six Sloan Fellows enrolled in MS degree programs. The University also recruited at the American Indian Science and Engineering Society (AISES) national conference. In the fall, the Student Activities Office

organizes an Indian Culture event on the plaza, with native dancers and Indian Taco lunch sale to benefit the AISES chapter. The timing coincides with the Butte PowWow and we had table. A Native American Recruitment Brochure was created to appeal to native students.

PNW COSMOS

Montana Tech is a partner in the Pacific Northwest Circle of Success for Mentoring Opportunities in STEM (PNW-COSMOS)—a National Science Foundation-funded Alliance focused on graduate education in STEM. There were seven participants in the PNW-COSMOS Fall 2015 training.

Public Lectures @ Montana Tech

Montana Tech organizes and offers a public lecture series, featuring diverse weekly speakers throughout the academic year. Of the 31 speakers in 2015-2016, twelve (39%) were women; two (6%) were underrepresented minorities.

EVENTS

International

In Fall 2015 Career services hosted an open house to celebrate international education week by recognizing the growing international student population and to help promote Study Abroad to our domestic students.

Montana Tech hosted the 38th Annual Intercollegiate Mining Contest with teams from Australia, Brazil, and Great Britain.

Veterans, American Indian, and Gender

In Fall of 2015 Student Activities hosted American Indian Heritage day on the North campus and in Spring 2016 the film, *The Hunting Ground* (a film that discusses sexual assaults on U.S. campuses) was shown on campus by the Montana Tech Title IX and Rape Prevention Education Teams. This film had high attendance largely due to the Department of Liberal Studies faculty and the Tech Success instructors offering extra credit for any student who attended the showing,

Evaluation:

Montana Tech's policies, programs, and events show the variety of activities currently in place to support and increase diversity. The 2014-2015 program review recommended developing some sort of assessment to determine if these activities are improving the campus communities' views on diversity. Unfortunately, an assessment tool was not developed and the 2015-2016 programs were not assessed to determine if they influenced student's attitudes towards diversity. This is recommended for the 2016-2017 review.

DIVERSE INTERACTIONS

In order to foster diverse interactions Montana Tech offers multiple courses (Table 12) that promote diverse ways of thinking. Upon completion of these courses students will be able to: place human behavior and cultural ideas into a framework, demonstrate an awareness of the diverse ways humans structure their social, political, and cultural lives, and analyze and compare the rights and responsibilities of citizenship in the 21st century including those of their own societies and cultures. In addition, there are multiple campus clubs (Table 13) that encourage diverse interactions. The Department of Liberal Studies started the CineMaTech film series in Fall 2015 to bring a diverse range of international art cinema to Montana Tech and the wider Butte community (Table 14). The department also hosted forum in Fall 2015 titled “Terrorism: What is the Threat to America?”.

COURSES

Table 12. Courses and Enrollment for 2015-2016 Academic Year

Course Name	Fall 2015 Enrollment	Spring 2016 Enrollment	Total Enrollment
ANTY 101- Anthropology & the Human Experience	32	40	62
ANTY 122- Race & Minorities	41	34	75
ANTY 329- Culture Change & Global Development	Not offered	Not offered	0
COMX 415- Intercultural Communication	12	16	28
COMX 345- Gender of the Rhetoric of Science & Technology	Not offered	Not offered	0
GPHY 121- Human Geography	Not offered	Not offered	0
HSTA 344W- The African-American Struggle for Equality	9	Not offered	9
HSTA 350- History of Indians in the Northwest	Not offered	Not offered	0
HSTA398W- US Women’s History & Studies	Not offered	Not offered	0
TOTAL	94	90	174

BENCHMARK

Enrollment = Benchmark exceeded, increase of 16 students

Number of courses offered = Benchmark not met, 1 less course offered (due to history faculty member being on sabbatical)

CLUBS

Table 13. Status of Clubs during 2015-2016 Academic Year

Club	Fall 2015			Spring 2016		
	Status (Active/Inactive)	Membership (number)	Events sponsored (number)	Status (Active/Inactive)	Membership (number)	Events sponsored (number)
American Indian Science & Engineering Society	Active	12	0	Active	12	1
International Student Club	Inactive	n/a	n/a	Inactive	n/a	n/a
LGBTQ Club	Inactive	n/a	n/a	Inactive	n/a	n/a
Saudi Club	Inactive	n/a	n/a	Inactive	n/a	n/a
Society of Women Engineers	Active	5	0	Active	5	0
Engineers without Borders	Active	8	1	Active	8	0

BENCHMARK

Active Clubs = Benchmark maintained, no new diversity clubs created and all previous clubs remain active. It should be noted that the 2014-2015 diversity report listed the International and Saudi club as active but ASMT has reported that those clubs may have been “active” on campus but they did not submit any paperwork to ASMT so they are considered inactive by student government standards.

CINEMATECH FILM SERIES

Table 14. Summary of films screened as part of the Cinematech film series

Term	Film
Fall 2015	Journey to Italy
Fall 2015	Vampir
Fall 2015	Casa de Lava
Fall 2015	The Circle
Spring 2016	La Captive
Spring 2016	Late Spring
Spring 2016	Man with a Movie Camera
Spring 2016	Black Girl

Evaluation:

Montana Tech has nine courses on the books that represent a concerted effort to expose students to diverse ideas/interactions; however, only three courses are offered consistently. Three out of the six clubs are active but only two of the three active held an event. It is great that we have some active clubs that provide events that encourage diversity but the clubs should strive to do more. The Department of Liberal Studies CineMtech series does an excellent job of providing students, staff, faculty, and the Butte community access to international films that encourage diverse interactions.

DIVERSITY STRENGTHS AND WEAKNESSES SUMMARY

Montana Tech’s strengths in diversity are highlighted by the policies, programs, and events that expand diversity related activities. It is difficult to increase dimensions of diversity among students, faculty, and staff but the recruitment staff and human resources have made valiant efforts. One area that could easily be improved upon is the diverse interactions through courses and clubs. In 2014-2015 it was recommended that the GEO121- Human Geography be offered every semester (like ANTY 101) and there has been little traction with that course being offered. An addition of a course that focuses on LGBTQ issues would be beneficial.