

Amendments to House Bill No. 5
1st Reading Copy

For the House Appropriations Committee

Prepared by Catherine Duncan
March 19, 2005 (2:00pm)

This is an amendment to the gray bill of HB 5.
1. Page 5.

Following: line 4

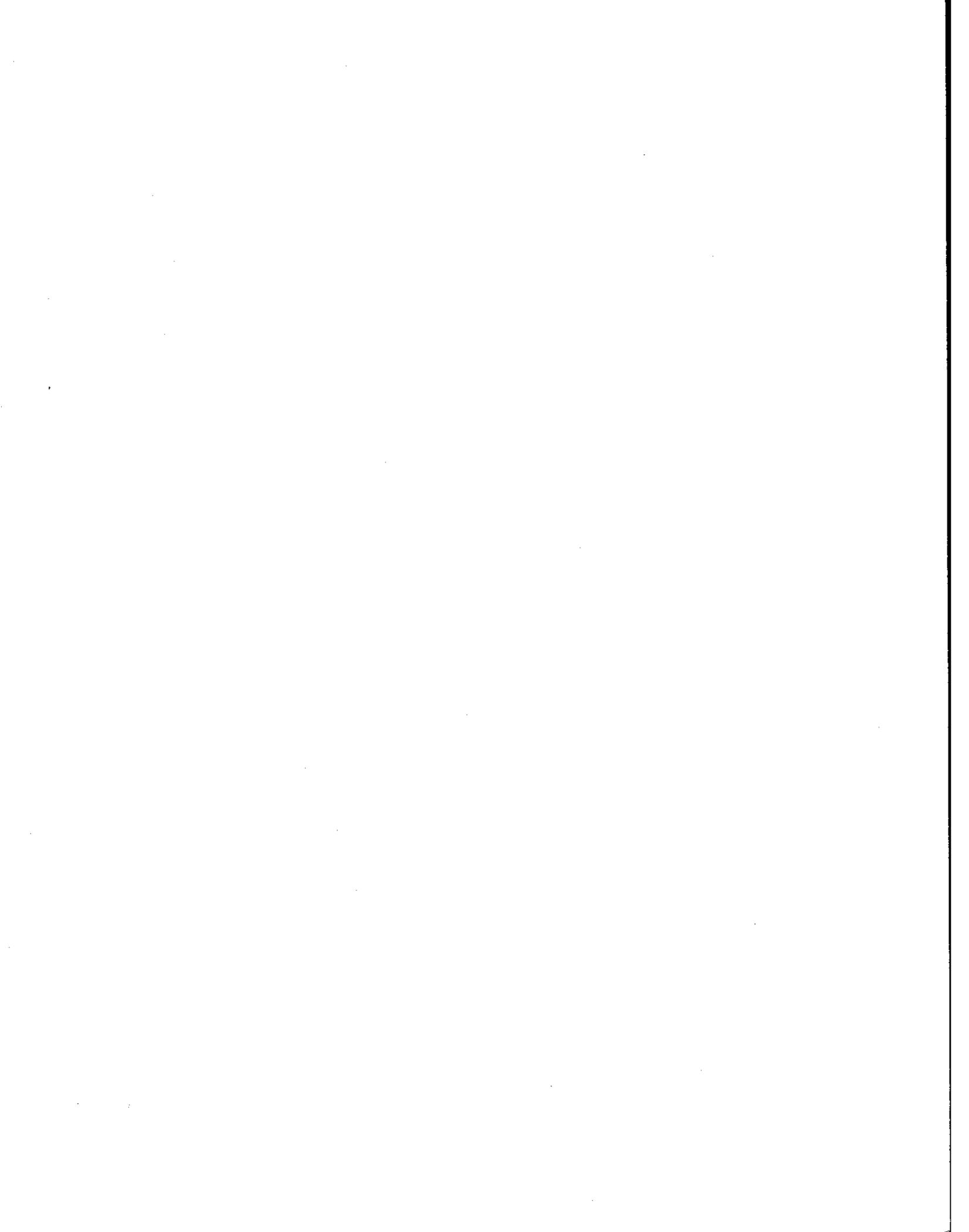
Insert: "New Native American Center, UM-Missoula 2,500,000
Federal Special Revenue, Donations, Grants, and Higher
Education Funds [Other funds]"

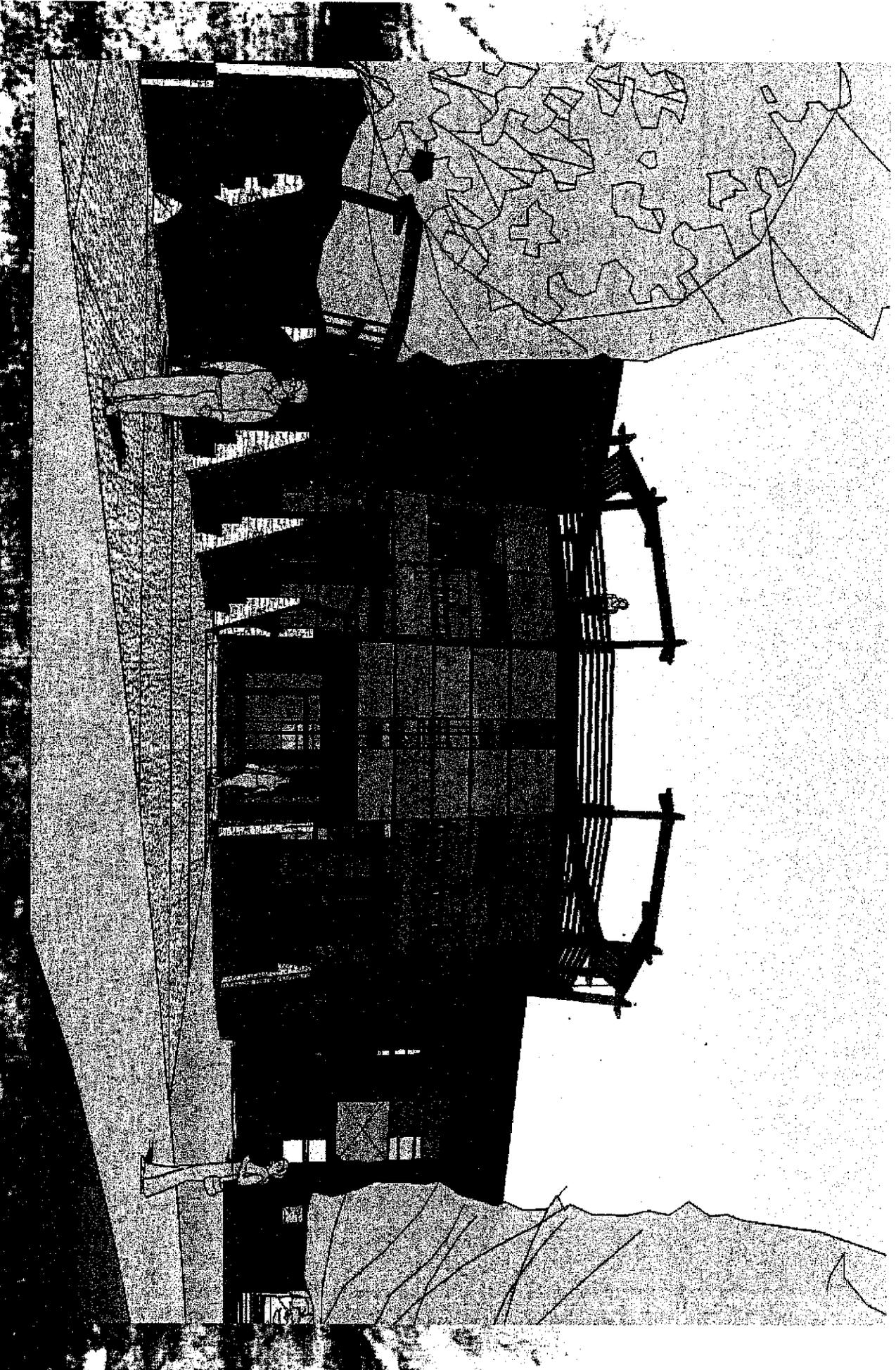
Authority is granted to the department of administration in the indicated amount for the construction of the Native American center. This authority augments \$3,500,000 of existing authority for this capital improvement."

- END -

This amendment will augment UofM's current authority to raise funds for and build the Native American Center.

- END -





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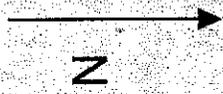
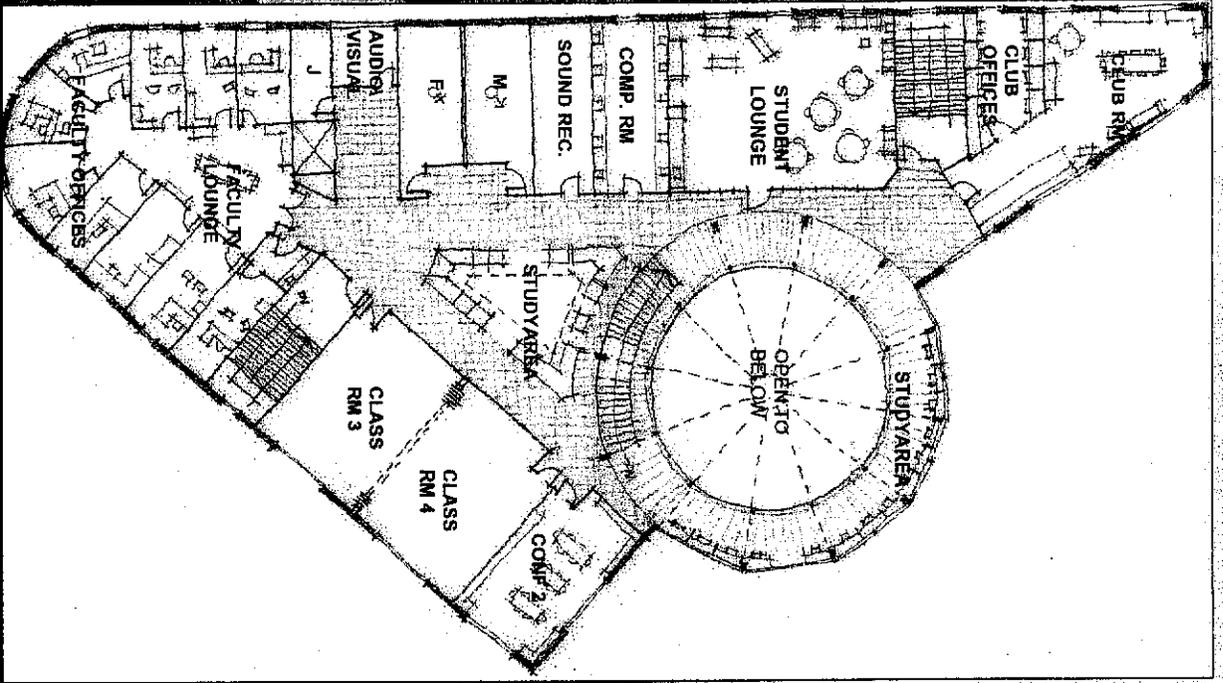
Native American Center - Montana



GLENN & GLENN
Design Associates



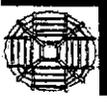
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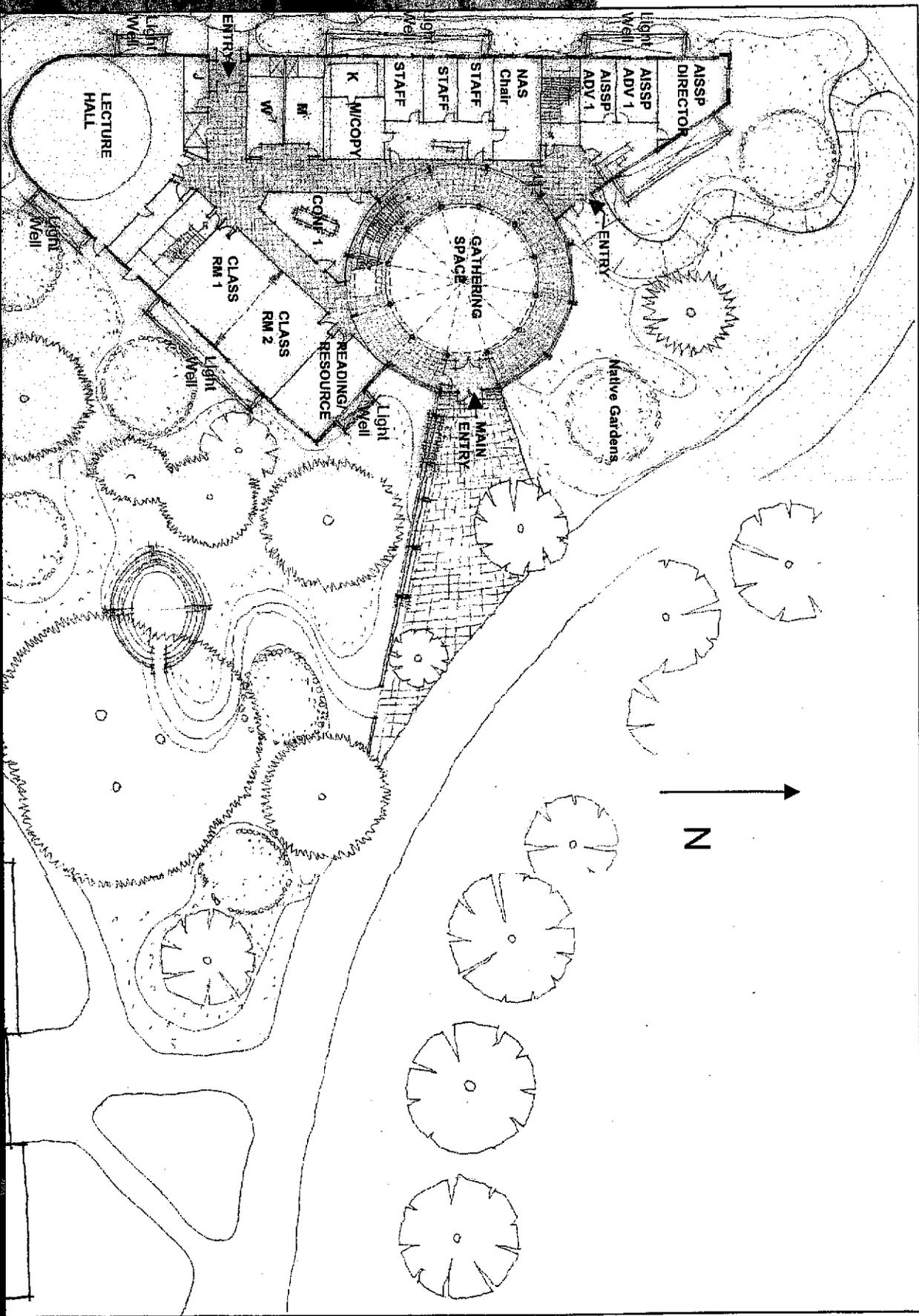


SECOND FLOOR PLAN

The University of Montana – Native American Center

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FIRST FLOOR PLAN / SITE PLAN



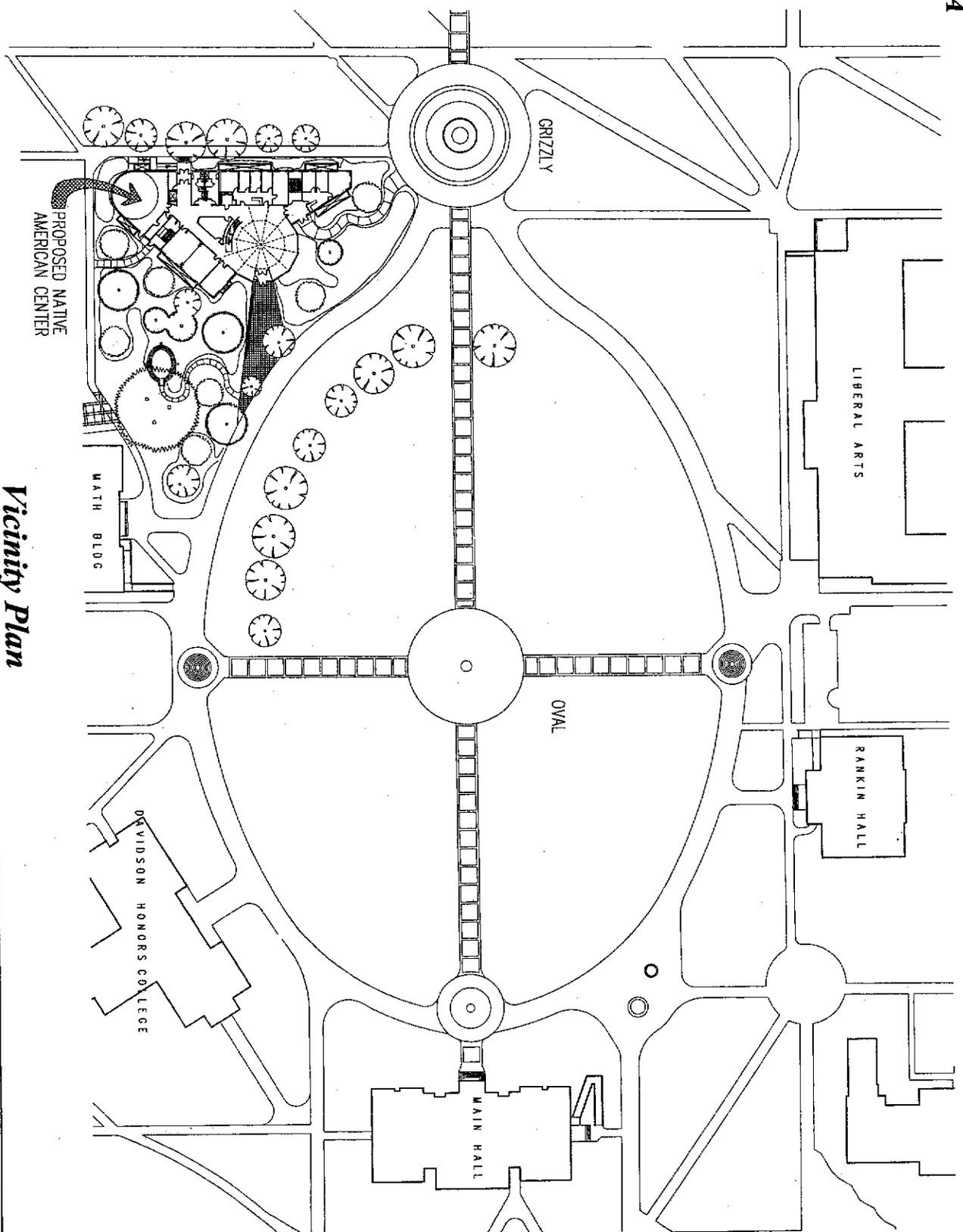
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The University of Montana – Native American Center

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**PROPOSED NATIVE AMERICAN CENTER
UNIVERSITY OF MONTANA
MISSOULA, MONTANA**



Vicinity Plan



GRAPHIC SCALE

Proposed Native American Center

A. Project Description:

- Current Native American Studies program is housed in a basement plus 2 story 3,100 GSF residential-style structure. The building is not ADA accessible. It serves 7 faculty, 2 adjuncts, 1 advisor and 200 Native American students in cramped quarters. Classes are taken in other campus buildings because of lack of space.
- New Native American Center to be 20,000 GSF of finished space on 2 floors with another 10,000 SF of un-finished basement space. Will house the Native American Studies academic department, 10 faculty offices, AISSP (American Indian Student Support Program) advisor offices, 4 classrooms of 30-35pp, 2 conference rooms for 10-15 pp, 1 large lecture hall for 75pp, student study spaces, Native American student groups and a large Gathering Space. The New Center will not only provide a support structure for Native American students enrolled at UM but also reach out to non-Native students and provide valuable classroom & study space for all.
- New Center is proposed to be situated on the historic Oval – a prominent & symbolic location at UM Missoula campus.

B. Cost:

Construction & Assoc. Costs	\$4,750,000
Architectural Fees	\$ 500,000
Non-contracted Labor	\$ 5,000
Utilities	\$ 30,000
Administration	\$ 135,000
Testing	\$ 5,000
Contingency & Inflation	\$ 825,000
Equipment	\$ 250,000

Project Total **\$6,500,000**

C. Program Served, Enrollment Data, Projected Enrollments:

- Current program serves 200 Native American students and 1,500 non-Native students.
- Projected growth to be up to 1,000 Native American students enrolled at UM (Presidents goal).
- Other Native American organizations at UM that would benefit from this New Center: **Kyi-yo Club** (organizes the annual powwow that attracts 3,000 visitors), **American Indian Business Leaders (AIBL)**, **American Indian Science and Engineering (AISES)**, **American Indian Diabetes Education Association**, **Native American Education Society**, **Native American Law Students Association** and **Native American Graduate Student Organization**.

- Several student groups would also be supported: Upward Bound, Bridges, McNair Scholars, Educational Opportunity Program, Indian Law Clinic, Health Careers Opportunity Program, Native American News Page and American Indian Student Support Services Program.

D. Space Utilization Data:

20,000 GSF of new space for the following:

• Large Gathering Space	2,400SF
• Student lounge & study	2,430SF
• Club Rooms	865SF
• Classrooms (4 No.)	2,000SF
• Large Lecture Hall	1,500SF
• Kitchen, sound room, AV room, copy room	750SF
• Offices, NAS Admin. & Faculty	3,025SF
• Conference rooms (3 No.)	1,080SF
• Misc.- bathrooms, janitor, storage	1,250SF
• Non-assignable: hallways, stairs etc	4,700SF

Program Total **20,000GSF**

- Unfinished Basement Floor 10,000 SF

E. Projected Use for Available Residual Space.

The space vacated in the existing facility will be returned to the campus inventory for reallocation.

F. Projected O&M Costs and Proposed Funding Sources:

O&M costs for the class/office facilities are projected to be \$120,600 for the first full year of operation in FY 2008. State funds have been pledged supporting the O&M costs. Private, Federal and other higher education funds will be used to fund the construction.

Native American Studies Buiding:
Essential information for Planning
Kathryn Shanley, NAS Chair
May 19, 2004

Background on planning:

In 1999, the legislature approved the proposal to build a center at the University of Montana that will house the Native American Studies Department and Native American student support entities on campus, minimally, the American Indian Student Support Program (AISSP). Occupants beyond that will be determined as planning proceeds. Native American student clubs may also occupy space in the building, and President Dennison wants the building to have a basement, be at least two-stories high, be in keeping with the other buildings around the Oval, and incorporate some sort of art display space. Originally, the footprint approved was for 20,000 feet. The legislature approved the plan with the added promise of state support for building maintenance and repair.

Within the last month, we have raised \$55,000 for start-up funds and have acquired a signed pledge of \$500,000, toward the approved total costs of \$3.5M. Obviously, fundraising will continue over the next months. We have several good prospects for gifts to support this effort.

Siting of the Building:

In March the UM Space and Siting committee approved the site to the right facing Main Hall (or south) of the grizzly statute at the base of the Oval; the site is in front of the International Student Center. We agreed to keep the downing of trees to a minimum and to build a structure aesthetically in keeping with the other buildings around the Oval.

Background on Native American Studies, AISSP, and Student Clubs:

Native American Studies presently consists of seven faculty, two adjunct faculty, one advisor/program liaison, and an administrative associate. Since we generally hire two or three workstudy students per year, we will need a workspace for them as well. In order to account for growth, we are envisioning a minimum of twelve (12) offices for faculty, a conference room, a reception area an office for the administrative associate, and an office for the advisor/program liaison.

A central atrium or gathering / lounge area will be required for events for up to 200 people. The nature of the space needed for displaying art is not clearly defined. It could be as simple as the walls around the atrium or could be an area unto itself. We need a kitchen, fairly sizeable, and a student lounge and meeting room (to hold 50 students)—that room could be multi-purpose. The traffic pattern through the building must be seriously taken into consideration, since the

students coming and going should not disrupt other activities; at the same time, the students should feel comfortable entering the building. Perhaps student support should be on the first floor, and NAS on the second?

At present, AISSP consists of a director and an advisor/coordinator, each of whom will need an office; a receptionist area should shield them from their public. A lounge (waiting room) area should be part of their space. Both AISSP and NAS will need conference rooms that hold up to 20 people, with blackboard surfaces and a.v. equipment.

At the present time, there are five active Native American clubs: Kyi-yo Native American student Club; American Indian Business Leaders (AIBL—permanently housed in the Gallager Business Building); Wayawa, the Native American education student society; Native American Law Students Association (NALSA—currently housed in the law school); and American Indian Science and Engineering Society (AISES—currently housed in the University Center). We do not know exactly who among them will want to be housed in the building, but imagine space for at least three student clubs would be appropriate, with a common lounge area and a quiet room (library). A computer room that can accommodate 25-30 computers will also be required—for either individuals' use or computer classroom use.

Classroom space will be needed in the building, at least a large lecture hall for 150-200 students, a couple of 50-60 student rooms, and a seminar room or two.

Philosophy of design:

The design of the building should reflect the aesthetic and cultural values of the twelve tribes in the state of Montana (information on the seven reservations is available on-line through AIHEC--American Indian Higher Education Consortium). We have envisioned the main door opening / facing the east (toward Main Hall). The central atrium should be round, and, if possible, with a firepit (and, of course, proper ventilation for same). When the time comes, we would like to hang the seven flags from the Montana reservations. The American Indian design elements should be tastefully done.

**Working Draft for the
The University of Montana
Native American Studies Center**

The Issue

Native Americans constitute Montana's largest minority group, totaling six percent of the state's total population. In a state that is home to seven reservations and twelve Indian nations, The University of Montana recognizes its responsibility and its opportunity to serve the educational needs of Native American people well, to promote understanding between cultures, and to create an environment in which Indian and non-Indian students thrive side by side.

UM draws the largest number of Native American students of any Montana University System school - over 200 more than the next closest institution. In service to them, the University has made great strides in offering a range of scholastic support services, cultural activities, and a growing Native American Studies Department. Through these steps, UM has come to realize that, for Native Americans, a greater sense of community and belonging on campus is needed and plays a vital role in any student's academic success and willingness to stay in school.

To answer this need, we propose construction of a Native American Studies Center that will serve as a social hub, a one-stop base for support services, and an academic home for indigenous and non-indigenous people alike who are interested in Native American issues, culture, and knowledge.

Background

Freshmen commonly experience homesickness and challenges in making the transition to college life. This transition can be even more pronounced for Native American students. Many struggle to fit into a culture that is vastly different, while simultaneously trying to preserve and revitalize their own culture. Extended family ties and a strong connectedness to their roots often make the adjustment overwhelming. Financial barriers may limit travel home or the purchase of books and a computer. When one considers that half of the Native American freshmen drop out their first year and that, over a six-year period, the graduation rate for entering Native American freshmen is 27 percent compared to a 41 percent rate for non-Indians, retention of Indian students is a serious concern. UM continues to address concern this through expanded services and activities, and we believe that a Native American Studies Center will further our efforts to provide an atmosphere for success.

The UM Native American Studies Department is seriously limited by facilities and space. The current location, originally a private home erected in 1918, lacks meeting and social space, classrooms and office space. Computer support and wiring are woefully inadequate, and the building provides no handicap accessibility. The current space does not allow faculty or service coordination to be centrally located, mandating that the students, who

are often reserved and somewhat reticent, must make extra efforts to seek advising, counseling, mentoring, and services.

Services and Activities Currently in Place

Since its inception as a program in 1970, UM's Native American Studies faculty have provided valuable research and consulting services for tribal communities nationwide. Four tenure-track and two adjunct faculty members provide academic and advising support to NAS majors and minors and serve in mentoring roles for many of the University's Indian students, who at last count number over 460. The NAS faculty members also teach courses addressing issues of cultural diversity to over 1,500 non-Indian students each year – courses that meet general education, ethics, multiculturalism, and writing requirements and help acquaint non-Indians with issues facing the Indian community. In 1999, NAS was promoted to department status, and now offers a major and a minor which students have used in their work in government, health, education, and business, in addition to their pursuits of graduate education.

In the interest of encouraging each other, Native American students at The University of Montana formed a number of organizations on campus. These organizations are recognized by UM and have faculty advisors assigned to them:

- **Kyi-yo Indian Club**, a Native American educational conference and powwow, draws about 3,000 people a year and now receives support annually from UM
- **American Indian Business Leaders (AIBL)**, founded at UM, has become a national organization with 27 chapters and fosters a support system for Indian students interested in learning the skills to acquire a job, design a business, raise capital, network with successful American Indian business people, and learn about and prepare to use their formal education to assist with tribal economic development
- **American Indian Science and Engineering Society (AISES)**, strives to retain Native American student enrollment in the science and engineering fields
- **American Indian Diabetes Education Association (AIDEA)**, educates Native Americans about ways to be proactive in fighting diabetes, which has increased prevalence among American Indians
- **Native American Education Society (NAES)**, a new organization this year, seeks to bring together Education students to share fellowship and offer support to one another
- On the graduate level, two student organizations convene for the purposes of both mutual support and recruitment of Native students: **Native American Law Students Association (NALSA)** and **Native American Graduate Student Organization (NAGSA)**.

The University has likewise instituted measures to support Native American students:

- **Upward Bound**, a bridge program between high school and college to prepare students of diverse cultural backgrounds for success as they aspire to earn a college degree

- **Bridges**, a summer program that encourages tribal college students in science to pursue baccalaureate education
- **Educational Opportunity Program**, which offers academic support including advising, tutoring, study skills, and peer mentoring
- **McNair Scholars Program**, which prepares and inspires undergraduates to consider graduate and doctoral programs by featuring guest speakers who are role models and lead "Talking Circles" regarding health and science careers and simultaneously provide a chance for like-minded students to form friendships
- **Indian Law Clinic**, which provides students the opportunity to work with tribal officials and judges to understand problems confronting tribal governments, individuals, and organizations
- **Health Careers Opportunity Program (HCOP)**, a summer bridge program to increase the numbers of American Indians, minority, and disadvantaged individuals who will become involved in pharmacy, physical therapy, and other health-related fields
- **Native American News Page**, a pioneering project of the UM School of Journalism to bring together a team of Native American students to prepare news stories and photographs on Native American issues
- **American Indian Student Support Services**, a new program established to work with existing campus services to improve service delivery and use. The program also seeks to pair new Indian students with Indian mentors from upper-division classes, and to connect students with host families within the community. In conjunction, the new **American Indian Alumni Society** was launched in October. With over 1,000 UM American Indian graduates of record, the Society's goals include creating opportunities for alumni and current students to become better connected and mobilized to promote awareness of successes and needs.

The University's administration has demonstrated a longstanding commitment to Indian education including the contributions of personal resources from the estate of a former president, Carl McFarland, and from current president, George Dennison. Each established an endowed scholarship fund designated specifically for Native American students. In the June 2000 accreditation report submitted by the Northwest Association of Schools and Colleges Commission on Colleges, the University earned high praises for its unique degree-granting Native American Studies Department and its outreach to Indian communities.

The Proposed Facility

The Native American Studies Center will be an academic and social center for Native American students. This distinctive facility, the *only such structure in the country built expressly to accommodate a Native American Studies Department and campus programming*, will become the core of Native American-related activities. The projected cost of the Center is approximately \$3.5 million. The 2001 Montana Legislature approved the project and promised maintenance support, but no state funding will be available for construction.

Gifts in support of the Center will offer Native American students an opportunity to build and maintain community networks on campus and to foster greater success in their academic work. For information about making a contribution for this purpose, please contact Julia Whalen, Director of Development and Alumni Relations for the College of Arts and Sciences, at 1-800-443-2593 or 243-5093 or by e-mail at WhalenJN@mso.umt.edu.

November 2003