



OUR ACADEMIC FUTURE
THE UNIVERSITY OF MONTANA

Academic Plan

2006-2009

MS PERCY
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I. MISSION OF THE UNIVERSITY OF MONTANA, MISSOULA

The University of Montana, Missoula, pursues academic excellence as indicated in the quality of curricula, student performance, and faculty professional accomplishments. The University accomplishes its Mission by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. Through its graduates, the University also seeks to educate competent and humane professionals and informed, ethical, and engaged citizens of local and global communities. Through its programs and the activities of faculty, staff, and students, The University of Montana, Missoula, provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, state, nation, and world.

II. Academic Vision

In pursuit of its Mission, the University seeks to foster academic excellence; provide learning experiences that assist students to realize their full potential; cultivate civic responsibility vital to a democratic society; and serve the greater community. To those ends, the Academic Officers of the University, led by the Provost and Vice President for Academic Affairs, maintain an approved set of academic priorities that guide the development of The University of Montana, Missoula. The Academic Officers revisit the plan annually, assuring that it remains up to date.

Operating Principles

1. Strengthen Graduate Education
2. Education for a Technologically Advanced World
3. Community Engagement
4. Expand Diversity
5. Resource Allocation

Programmatic Directions

1. Education for a Global Community
2. Interdisciplinary and Campus-wide Programs
3. Communication, Information, Computation, and Visualization
4. Health Care and Life Sciences
5. Resources, Society, and the Environment

A. OPERATING PRINCIPLES

1. *Strengthen Graduate Education*

The University will increase graduate student enrollment to 2,500 and attain Research Extensive status. In addition to the new Ph.D. programs, the University will create new Master's programs to meet student and community needs. Strong graduate programs attract outstanding students who, in turn, enhance those programs.

Goal 1

Augment financial support for graduate students.

Action Plan

- a. Continue to increase the number of graduate assistantships across campus.
- b. Continue to increase stipend levels as necessary to meet market demands.
- c. Provide funding for travel and other resources for graduate student education.
- d. Include research assistantships in grant proposals.

Key Performance Indicators

- a. The number of graduate assistantships increases.
- b. The number of graduate research assistantships increases.
- c. Graduate students attend national and international conferences.

Goal 2

Sustain a minimum of 50 doctoral degrees awarded each year.

Action Plan

- a. Create new doctoral-level programs as outlined in Appendix A.
- b. Expand recruitment of doctoral students.

Key Performance Indicators

- a. New Ph.D. programs approved.
- b. Applications, admissions, and yield of graduate students increase.

Goal 3

Expand the number and array of doctoral programs.

Action Plan

- a. Revise current programs as needed and introduce new programs where justified.
- b. Submit new doctoral program proposals for approval.

Key Performance Indicators

- a. Doctoral programs approved by faculty governance and the Board of Regents.
- b. Students admitted to new programs.

Goal 4

Expand the responsibilities and recognition of Directors of Graduate Programs.

Action Plan

- a. Set up a regular monthly meeting for all Directors of Graduate Programs.
- b. Require every graduate program to develop a web page, with the Director responsible for its content and listed as the primary contact.
- c. Include information regarding graduate admissions, curricular changes, completions, and employment on the web page for each program.

Key Performance Indicators

- a. Directors of Graduate Programs meet and confer regularly.
- b. Web pages prominent and up-to-date.
- c. Web pages include data regarding graduate enrollment, success of graduate students, and available resources.

2. *Education for a Technologically Advanced World*

With the advent of the digital revolution, communication on campus has changed fundamentally. New learning opportunities, in addition to new challenges, call for a technologically advanced environment at The University of Montana to provide greater opportunities for technical education.

Goal 1

Provide increased learning opportunities online.

Action Plan

- a. Convert online coursework toward a degree to state support.
- b. Offer online programs that will satisfy prerequisites for the MBA, certificate programs, and appropriate bachelor's and master's programs.
- c. Maintain and increase the opportunities for online supplements in face-to-face classes.

Key Performance Indicators

- a. Conversion completed in Banner.
- b. Online credit hours increased over each semester.
- c. Online supplements increased.

Goal 2

Offer economically relevant programs in technical education.

Action Plan

- a. Broaden the training and certificate programs offered by the University.
- b. Create a collaborative program for baccalaureate nursing education in Missoula.
- c. Devise an effective 2+2 engineering program in collaboration with Montana Tech in Butte.

- d. Build a planning program which achieves institutional accreditation through the Planning Accreditation Board (PAB) sponsored by the American Planning Association, the American Institute of Certified Planners, and the Association of Collegiate Schools of Planning.

Key Performance Indicators

- a. Expansion of nursing education possibilities in Missoula, including number of students and range of programs.
- b. Increase in number of pre-engineering students enrolled in relevant coursework at UM.
- c. Proposal for a planning program prepared, submitted, and approved by faculty governance and the Board of Regents.

3. *Community Engagement*

The Mission of The University of Montana mandates service to the community.

Goal 1

Expand already significant engagement with the external community.

Action Plan

- a. Survey faculty, staff, and students to ascertain their current level of participation in the community.
- b. Identify needs in the community.
- c. Offer workshops and training programs off-campus for new and existing businesses and their employees and for rural communities, as needed.
- d. Integrate service learning into curricula.
- e. Submit request for the Community Engagement Classification to the Carnegie Foundation for the Advancement of Teaching.

Key Performance Indicators

- a. Survey(s) completed and results disseminated.
- b. Community needs identified.
- c. Measurable increases in community participation by faculty, staff, and students.
- d. Service learning integration.
- e. Information regarding internships published.
- f. Carnegie Foundation awards Community Engagement Classification.

Goal 2

Improve and formalize outreach to K-12 districts in Montana.

Action Plan

- a. Dual enrollment plans proposed and approved.
- b. Develop formal partnerships with schools.
- c. Solicit suggestions for the development of new programs to meet K-12 needs and goals.

Key Performance Indicators

- a. Students admitted to dual enrollment coursework.
- b. New programs for K-12 collaboration implemented.

4. *Expand Diversity*

The University of Montana will expand diversity on campus. The University will establish symposia and film series devoted to other cultures and revise its web presence to attract a broader range of students.

Goal 1

Increase diversity among faculty, students, and administrators.

Action Plan

- a. Continue to seek diversity in faculty appointments.
- b. Develop mechanisms and programs to improve retention of diverse faculty.
- c. Implement effective recruitment, enrollment, and retention of minority and international students, in particular, improve retention of Native Americans.

Key Performance Indicators

- a. Percent of diverse faculty, students, and administrators increased.
- b. Educational experience enriched as the result of incorporation of diverse groups, perspectives, and voices.
- c. Graduation rates for all students, as well as minority and international students, rise.

Goal 2

Programs and places created in service of diversity.

Action Plan

- a. Establish "Day of Dialogue" as a continuing program for raising awareness of diverse perspectives.
- b. Seek continued support for initiatives that support the academic endeavors of diverse student groups.
- c. Expand the outreach of the American Indian Student Services as needed.
- d. Seek support for Native American Center.

Key Performance Indicators

- a. Number and variety of presentations, as well as attendance, for the Day of Dialogue increase each year.
- b. Grant-supported academic programs for diverse student groups increase.
- c. Native American Center provides programs and support.

Goal 3

UM forges a reputation as an institution that embraces diverse backgrounds and viewpoints within academic programs.

Action Plan

- a. Expand University presence in Indian Country.
- b. Increase international exchange agreements.
- c. Infuse international content into curricula.
- d. Develop metrics to assess international outcomes.

Key Performance Indicators

- a. Council of Tribal Presidents meets regularly.
- b. New exchange agreements approved.
- c. Metrics developed and used to assess international outcomes.

5. Resource Allocation

Review of the performance of academic programs and units leads to informed and continual revision of activities, as institutional priorities and academic performance guide the allocation of resources.

Goal 1

Program review and outcomes assessment guide planning and resource allocation.

Action Plan

- a. Conduct program reviews, including assessment of learning outcomes.
- b. Create assessment plan for General Education outcomes.
- c. Create operating plans at the Departments and Colleges/Schools for use in resource allocation.

Key Performance Indicators

- a. Use assessment of student learning for program modifications as required to enhance quality and effectiveness.
- b. Use assessment of student learning in general education coursework for modifications as required for quality and effectiveness.
- c. Action plans implemented by Chairs, Deans, and Provost for development and improvement to programs.
- d. Allocation of resources directly with academic performance.

Goal 2

Review of Centers and Institutes ensures their relevance and effectiveness.

Action Plan

- a. Directors of Centers and Institutes submit reports as stipulated in the review cycle timeline.
- b. Faculty Senate, Provost, and President review Centers.
- c. Actions implemented as required.

Key Performance Indicators

- a. Centers with weak performance closed or given probationary status pending another review.
- b. Centers and Institutes with strong performance acknowledged.

B. PROGRAMMATIC DIRECTIONS

1. *Education for a Global Community*

The world becomes smaller through globalization. To respond, the University has launched a Caspian Basin initiative, maintains active international connections, and vigorously recruits international students. Because of its Mission, the University educates citizens for a global community and reaches out to serve the larger world.

Goal 1

Expand programs and the Office of International Programs.

Action Plan

- a. Establish a Center for Central and Southwest Asian Studies.
- b. Appoint and charge an International Student Coordinating Committee.
- c. Create a permanent International Council, with broad representation of Schools and Colleges and Centers/Institutes operating in the international arena.
- d. Review the current webpage dealing with International Programs and develop compelling content for prospective students and program sponsors.

Key Performance Indicators

- a. Proposal for Center drafted, submitted, and approved by faculty governance and the Board of Regents.
- b. International Student Coordinating Committee established.
- c. International Council established.
- d. Web page revised.
- e. Student applications increased.

Goal 2

Improve integration of academic programs and international initiatives.

Action Plan

- a. Coordinate activities across programs (e.g., Native American Studies, Central Asian Studies, Asian Studies, African American Studies, Latin American Studies, Irish Studies).
- b. Schedule regular meetings between the Director of International Programs and the Academic Officers.
- c. Encourage visits by administrators, faculty, and students to universities abroad to strengthen international ties.
- d. Increase Fulbright Exchanges.
- e. Establish additional programs (majors, minors) that foster international ties.
- f. Infuse international content into curricula, especially culture and religions.

Key Performance Indicators

- a. Coordination occurring.
- b. International visits and exchanges of students and faculty increase.
- c. International agreements coordinated with academic units.
- d. Director of International Programs attends meetings with Academic Officers regularly.
- e. Curricula include international content.

Goal 3

Expand offerings in languages.

Action Plan

- a. Identify languages for expansion (e.g., Korean, Italian, Persian, Gaelic, Hindi, Native American).
- b. Prepare timeline for development and sequence of offerings.

Key Performance Indicators

- a. Additional languages offered on a regular basis.
- b. Expansion of sequences offered in identified languages.
- c. Enrollment in courses increase.

2. *Interdisciplinary and Cross-Campus Programs*

The University recognizes in its Mission the need to provide “unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases.” Interdisciplinary programs bind the campus together. Additional programs will provide students and faculty with more interdisciplinary perspectives. Enhancing writing instruction and improving students’ writing abilities remains the highest priority and requires participation by virtually the entire University. The pursuit of academic excellence simply cannot occur if students do not write well.

Goal 1

Achieve greater coordination and support for interdisciplinary studies.

Action Plan

- a. Assign leadership for interdisciplinary programs to Associate Provost.
- b. Recognize and reward collaboration in interdisciplinary programs.

Key Performance Indicators

- a. Greater coordination of interdisciplinary activities and better information disseminated about programs and activities.
- b. Faculty and students increase participation in interdisciplinary programs.

Goal 2

UM graduates write with clarity of thought and precision of language.

Action Plan

- a. Increase student writing requirement to assure proficiency.
- b. Expand the University's investment in the Writing Center.
- c. Assess the effectiveness of the writing proficiency examination.
- d. Increase the number of W-courses and ensure that all subscribe to a common standard of writing competence as appropriate to the discipline.

Key Performance Indicators

- a. Students write with proficiency.
- b. Students and faculty increase utilization of the Writing Center and its programs.
- c. The Upper Division Writing Proficiency Assessment is effective.
- d. W-courses sufficient and function consistently.

Goal 3

UM graduates meet the learning outcomes generated for general education coursework offered across disciplines.

Action Plan

- a. Review general education course requirements and revise as needed.
- b. Revise learning outcomes in general education as required.
- c. Devise scoring rubrics and descriptors for learning outcomes.
- d. Assess students' performance with respect to learning outcomes across perspectives using embedded assessment techniques.

Key Performance Indicators

- a. The general education curriculum revised as needed.
- b. Students demonstrate proficiency on learning outcomes.
- c. Standardized instruments (e.g., Collegiate Learning Assessment) provide evidence for value-added progress.

3. *Communication, Information, Computation, and Visualization*

The information revolution resulted from the pace and reach of new technologies. Informatics concerns the processing, storage, dissemination, and interpretation of information, along with the effects of new technologies on society. The University will advance this new field of study.

Goal 1

Create graduate programs that emphasize social applications of information.

Action Plan

- a. Constitute a committee consisting of faculty from Mansfield Library and relevant fields to create a proposal for a master's degree in Library and Information Sciences.
- b. Constitute a committee consisting of faculty from Education, Computer Science, Communication Studies, and Information Sciences to devise a master's degree in Instructional Technology/Distance Education.

Key Performance Indicators

- a. Proposals drafted, submitted, and approved by faculty governance and the Board of Regents.
- b. Students admitted and progress through the program(s).

Goal 2

Train computational scientists sufficiently to meet the research, teaching, and industrial needs of a technology-based society.

Action Plan

- a. Submit a proposal for a Ph.D. in Computational Science, devised by faculty from Computer Science, Biological Sciences, Mathematics, and other relevant disciplines.
- b. Admit students with broad interests and computational skills into the program.
- c. Establish a Computation Center.

Key Performance Indicators

- a. Proposal drafted, submitted, and approved by faculty governance and the Board of Regents.
- b. Students admitted and progress through the program.
- c. Computation Center established.

4. *Health Care and Life Sciences*

The University has unique strengths in health fields and the life sciences. New programs in health care and the life sciences will serve the state and the region and bring recognition to the University.

Goal 1

Establish a program in Speech-Language Pathology

Action Plan

- a. Draft a proposal for a B.A. in Communicative Disorders and a master's degree in Speech-Language Pathology.
- b. Staff new program.
- c. Admit students to the B.A. and master's programs.

Key Performance Indicators

- a. Proposal for program drafted, submitted, and approved by faculty governance and the Board of Regents.
- b. Director and new faculty hired.
- c. Students admitted and progress through the B.A. and master's programs.

Goal 2

Establish a doctoral program in Human Performance and Exercise Science

Action Plan

- a. Draft a proposal for a Ph.D. Degree in Human Performance and Exercise Science.
- b. Admit students at the doctoral level.

Key Performance Indicators

- a. Proposal for program drafted, submitted, and approved by faculty governance and the Board of Regents.
- b. Students admitted to the program.

Goal 3

Establish an interdisciplinary Ph.D. program in Medicinal Chemistry.

Action Plan

- a. Develop the curriculum and resources.
- b. Submit proposal.
- c. Recruit students.

Key Performance Indicators

- a. Proposal submitted and approved by faculty governance and Board of Regents.
- b. Faculty recruited and active research programs ongoing.
- c. Students enrolled and supported.

Goal 4

Expand graduate studies in Gerontology.

Action Plan

- a. Inventory UM courses with gerontological content.
- b. Review Association for Gerontology in Higher Education (AGHE) criteria for certificate program.
- c. Perform a needs analysis both on and off campus.

- d. Prepare proposals for undergraduate minor and/or graduate certificate in Gerontology
- e. Prepare proposal for an undergraduate minor and/or certificate and graduate certificate in Gerontology.

Key Performance Indicators

- a. Inventory completed.
- b. Proposals drafted, submitted, and approved by faculty governance and the Board of Regents.
- c. Students enrolled in coursework.

5. Resources, Society, and the Environment

The University has a unique opportunity because of location to explore the relationships between people and the environment. In addition, the University Mission evaluates the education of ethical and engaged citizens, sensitive to the need for lifelong learning.

Goal 1

Expand environmental and natural resource graduate programs that capitalize on the unique position of the University and expertise of the faculty.

Action Plan

- a. Create an interdisciplinary Ph.D. program in Water Resources Science.
- b. Create a Ph.D. program in Environmental Sciences.
- c. Create a joint Ph.D./LLD and MS/LLD in Natural Resources.
- d. Create a master's program in Environmental Education.
- e. Develop an undergraduate curriculum in Wildland Restoration.
- f. Strengthen programs in Earth Resources/Remote Sensing and Nature-Based Tourism.
- g. Establish a joint master's program in Journalism and Environmental Studies.

Key Performance Indicators

- a. Proposals prepared, submitted, and approved by faculty governance and the Board of Regents.
- b. Students admitted and enrolled in these programs.

Goal 2

Strengthen the visibility of UM as a premier site for study of the environment.

Action Plan

- a. Expand research in the environmental and natural resources.
- b. Integrate environmental scholarship across disciplines.

Key Performance Indicators

- a. The University of Montana receives external recognition for its integrated scholarship in environmental study.
- b. More students attend the University for the environmental focus.

Goal 3

Broaden undergraduate programming in environmental areas.

Action Plan

- a. Develop academic programs at the College of Technology to provide workforce training for sustainable energy.
- b. Create graduate and undergraduate programs in Sustainable Natural Resources Engineering and Environmental Conservation.

Key Performance Indicators

- a. Proposals prepared, submitted, and approved by faculty governance and the Board of Regents.
- b. Students admitted and enrolled.

Goal 4

Achieve greater recognition for programs with Western and rural emphases.

Action Plan

- a. Create a Ph.D. in Western American Studies.
- b. Develop web sites to enhance the University's reputation and the recruitment of graduate and undergraduate students.

Key Performance Indicators

- a. Proposals prepared, submitted, and approved by faculty governance and the Board of Regents.
- b. Students admitted and enrolled.

Goal 5

Provide educational opportunities for an aging population.

Action Plan

- a. Promote lifelong learning and personal growth for adults 55 and older, and provide accessible programs that address their continuing intellectual needs through the Montana Osher Lifelong Learning Institute.
- b. Devise and conduct a marketing campaign to promote these opportunities.

Key Performance Indicators

- a. Proposal prepared and approved by faculty governance and the Board of Regents
- b. The program incurs substantial enrollment and attendance.
- c. Endowment for the Montana Osher Lifelong Learning Institute sustained.
- d. Publicity campaign continues.

III. Conclusion

The operating principles and programmatic directions reflect, build upon, and enhance the unique strengths of the University to assure national prominence in key areas and sustain a dynamic and challenging intellectual ambience. The interdisciplinary focus engenders integrative outcomes leading to new knowledge and technologies while responding to individual and societal needs. Global perspectives, community engagement, and fiscal accountability relate relevant priorities and demonstrate performance to wise use of resources

IV. Appendix

DEGREE	MAJOR	OPTION	NOTES
For possible submission 2006-2007			
Certificate	Computer System Technician		
A.A.S.	Energy Technician		
Bachelors	Athletic Training		Convert from Option
Bachelors	Biology	Field Ecology	New Option
Bachelors	Forestry	Sustainable Resource Management	New Option
Bachelors	Communicative Disorders		
Bachelors	English	Film Studies	New Option
Bachelors	Sociology	Inequality & Social Justice	New Option
Minor	Gerontology		

Certificates

Bachelors Multicultural Competence (certificate)

For possible submission 2007-2009

Certificate Biomedical Instrumentation Technician
 Certificate Call Center Program
 Certificate Commercial Drivers License-Truck Driving
 Certificate Culinary Specialties
 Certificate EMT and Paramedics
 Certificate Graphic Arts/Printing Technology
 Certificate Short Course Information Technology
 Certificate Surgical Nursing
 A.A.S. Computer Pneumatic Controllers Operations
 A.A.S. Database Administrator
 A.A.S. E-Commerce Management
 A.A.S. Engineering Technology
 A.A.S. Health Information Management
 A.A.S. Laboratory Technician
 A.A.S. Nanotechnology

A.A.S.	Paralegal Studies	Tribal Courts Paralegal	New Option
A.A.S.	Robotics/Mechanical Control Technology		
A.A.S.	Software Testing Specialist		
A.A.S.	Tourism and Hospitality Management		
A.A.S.	Ultrasound		
A.A.S.	Web Application Developer/Multimedia Management		
Bachelors	Entertainment Management (certificate)		
Bachelors	Entrepreneurship (certificate)		
Bachelors	European Studies		
Bachelors	Geography	Mountain Studies	New Option
Bachelors	Interdisciplinary Studies		Honors only
Bachelors	Journalism	Emerging Media	New Option
Bachelors	Latin American Studies		
Bachelors	Nursing (completer program)		
Bachelors	Pharmaceutical Sciences		
Bachelors	Wilderness and Protected Area Management		
Bachelors	World Religions and Culture		
Minor	Canadian Studies		
Minor	Coaching (minor and certificate)	Create minor and certificate same time	
Minor	Ethics and Leadership		
Minor	Translation Studies (minor and certificate)	Create minor and certificate same time	
Minor	Business Administration		

Certificates

Bachelors	Expository and Technical Writing (certificate)
Bachelors	Montana Business Development Initiative (certificate)
Bachelors	Non-Profit Management (certificate)
Bachelors	TESOL (certificate)

For possible submission 2006-2007

Masters	Athletic Training		
Masters	Business Administration/Doctorate of Physical Therapy		
Masters	Counseling	College Student Development & Counseling	New Option
Masters	Entrepreneurship (certificate)		
Masters	Media and Entertainment Management (certificate)		
Masters	Speech Language Pathology		
Masters	Special Education		
Ph.D.	Computational Sciences		
Ph.D.	Sustainable Natural Resources Engineering	Offer in cooperation with Montana Tech	
Ph.D.	Water Resources Science		

Centers or Institutes

OSHER Lifelong Learning Institute of The University of Montana
Montana Center for Work, Physiology and Metabolism

For possible submission 2007-2009

Masters	Geography	Mountain Studies	New Option
Masters	Comparative Literature		
Masters	Digital Media Design		
Masters	Early Childhood Education		
Masters	Liberal Studies		
Masters	Library and Information Science (MLIS)		
Masters	Native American Studies		
M.S.	Public Health		
Ph.D.	Ecology and Microbiology of Infectious Diseases		
Ph.D.	Environmental Conservation		
Ph.D.	Human Performance and Exercise Science		
Ph.D.	Western American Studies		

Certificates

Masters	A Closely-held Business Law (certificate)
Masters	Interdisciplinary Studies (certificate)
Masters	Finance (certificate)
Masters	Gerontology (certificate)
Masters	Indian Law (certificate)
Masters	Information Systems (certificate)
Masters	International Business (certificate)
Masters	Law Enforcement, Courts, and Journalism (certificate)
Masters	Producing Television and Film (certificate)
Masters	Sports Broadcasting (certificate)
Masters	Weather Broadcasting (certificate)

For possible submission 2007-2009

Centers or Institutes

Central and SW Asia
Civic Dialogue
Computational Science and Visualization
Landscape Fire Analysis
Law and Journalism