COMPREHENSIVE
SELF-STUDY
REPORT

Prepared for the Northwest Commission
on Colleges and Universities

Evaluation Committee Visit
April 12-14, 2010

The University of Montana
Missoula, Montana
22 January 2010

Dear NWCCU Visitation Team Members,

On behalf of everyone at The University of Montana, I welcome you to our campus. We look forward to hosting you and to helping you examine our institution. Your comments and recommendations will assist us greatly as we continue to develop the University.

This Institutional Self-Study comes as the product of intensive work and reflection on the part of the University community. Professor James Hirstein served as Chair of the Accreditation Steering Committee and assured a close working relationship with the Office of the Provost and the entire campus community. The Committee itself consisted of leaders from across the University campus and the external community. Each Standard had its own Subcommittee and through a combination of forums, reports, and electronic communication, the Committee sought and secured extensive guidance, counsel, and feedback. The Committee collected data, analyzed them, and included the results of the analyses in this document in a manner that we hope conveys to you the strengths and concerns of The University of Montana. We have learned a great deal about ourselves in the process and the University will become an improved institution for having gone through this Self-Study process.

The University of Montana has grown in size and quality since the prior NWCCU review in 2000. Highlights of that growth include a student body of nearly 15,000 students, many of whom will receive their education in part or in whole through distance delivery mechanisms just beginning ten years ago. Student success and student engagement have become even larger aspects of all that we do, signaled by recognition of civic engagement through our new Carnegie classification, our hosting for the second time of the National Conference on Undergraduate Research later in the week of your visit to campus, and a dramatic increase in our international activity. Our research portfolio has increased in both size and sophistication, with new graduate programs supporting it. We have hired amazing new faculty members during the past decade, as our reputation has matured. We have solidified, both in concept and operation, a comprehensive planning-implementation-assessment cycle that reaches the entire campus. We consider our University-community relationships among the best in the country, with abundant participation in our cultural, academic, and athletic events. Finally, our physical infrastructure has improved wonderfully over ten year interim, with many new buildings that you will inspect during your visit. We take special pride at the opening one of the nation’s first Native American Centers as a stand-alone facility that honors our heritage and our future.

Your observations, findings, and recommendations will help us learn even more about ourselves as we work to fulfill our comprehensive mission in the State of Montana, the United States, and the world. Thank you for what I recognize as demanding, critically important, and fulfilling work before, during, and after your visit. I hope you enjoy your time on our beautiful campus in Missoula.

Sincerely,

George M. Dennison
President

GMD/cc
Denlet4113
PREFACE

The University of Montana was chartered in 1893 with the central purpose of providing the "best and most efficient manner of imparting...a liberal education and thorough knowledge of the different branches of literature, science and the arts." One hundred and seventeen years later, The University of Montana continues to be recognized by its citizens as a leading state university dedicated to providing high quality undergraduate and graduate programs and experiences reflective of the importance of the liberal arts and sciences. Our mission is broad. Under the Constitution of Montana, the Montana University System is governed by an autonomous Board of Regents, appointed by the Governor, and administered by a Commissioner of Higher Education. In 1994, the Montana University System was divided into two units, The University of Montana with its flagship campus in Missoula and Montana State University with its flagship campus in Bozeman. The University of Montana unit became a multi-campus institution that comprises the following campuses:

1. The flagship campus in Missoula (UM), including the campus of the College of Technology (COT) in Missoula;
2. Montana Tech of The University of Montana in Butte;
3. The University of Montana-Western in Dillon; and
4. The University of Montana-Helena College of Technology in Helena.

Although the campuses are now administratively one university unit, each retains its own mission and academic programs, procedures, standards, and accreditation. The scope of this self-study is limited to the activities of The University of Montana flagship including the College of Technology in Missoula. References to UM and COT in the self-study mean the Missoula campuses. Any reference to the campuses in other cities will be explicitly noted.

THE ACCREDITATION PROCESS

The University of Montana began its work on this self-study in the spring of 2008. Provost Royce C. Engstrom, the UM liaison to the NWCCU, appointed the Accreditation Steering Committee (ASC) in April. James Hirstein, Professor and former Chair of the Department of Mathematical Sciences agreed to chair the committee. The other members were:

- Bonnie Allen, Dean of Libraries
- Teresa Branch, Vice President for Student Affairs
- Carol Brewer, Associate Dean, College of Arts and Sciences
- James Burchfield, Associate Dean, College of Forestry and Conservation
- Robert Duringer, Vice President for Administration and Finance
- Betsy Hawkins, Director, Human Resource Services
- Louis Hayes, Professor, Political Science, and past-chair of the Faculty Senate
- Shelley Hiniker, Accounting Associate Manager, Human Resource Services, and past-chair of the Staff Senate
- Dustin Leftridge, student (graduated), President of the Associated Students of The University of Montana (ASUM)
PREFACE

- A. William Muse, Associate Vice President for Planning, Budgeting, and Analysis
- Eijiro Uchimoto, Professor, Physics and Astronomy
- Arlene Walker-Andrews, Associate Provost for Undergraduate Education and Policy

The student representative on the committee has changed due to student schedules and graduation. In the spring of 2009, Siri Similie, then Vice President of ASUM sat on the committee. The current President of ASUM, Matthew Fennell, has been serving through this academic year. The rest of the committee has remained intact throughout the study and the writing of this report.

The Accreditation Steering Committee met throughout the summer of 2008 to plan the self-study. By the end of summer, ASC had appointed the subcommittees that would carry out the tasks. The subcommittees conducted the study during Academic Year 2008-09, with the goal of presenting preliminary drafts to the campus community in September 2009. The following membership list of the subcommittees reflects the broad representation of the campus community that collected and reported for the self-study:

Standard 1: Institutional Mission and Goals, Planning and Effectiveness

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Muse</td>
<td>Associate Vice President for Planning, Budgeting, and Analysis</td>
</tr>
<tr>
<td>Carol Brewer</td>
<td>Associate Dean, College of Arts and Science</td>
</tr>
<tr>
<td>Tony Tomsu</td>
<td>Assistant Director, Institutional Research and Planning</td>
</tr>
</tbody>
</table>

Standard 2: Educational Program and its Effectiveness

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlene Walker-Andrews</td>
<td>Associate Provost for Undergraduate Education and Policy</td>
</tr>
<tr>
<td>Perry Brown</td>
<td>Associate Provost for Graduate Education</td>
</tr>
<tr>
<td>Sue Samson</td>
<td>Professor, Mansfield Library</td>
</tr>
<tr>
<td>Ione Crummy</td>
<td>Associate Professor, Modern and Classical Languages and Literatures</td>
</tr>
<tr>
<td>Tim Manuel</td>
<td>Professor, Accounting and Finance</td>
</tr>
<tr>
<td>Don Potts</td>
<td>Professor and Chair, Forest Management</td>
</tr>
<tr>
<td>Eijiro Uchimoto</td>
<td>Professor, Physics and Astronomy</td>
</tr>
<tr>
<td>Barry Good</td>
<td>Dean, College of Technology</td>
</tr>
<tr>
<td>Sharon Alexander</td>
<td>Dean, Continuing Education</td>
</tr>
<tr>
<td>Dustin Leftridge</td>
<td>Student (graduated)</td>
</tr>
</tbody>
</table>
Standard 3: Students

Teresa Branch  Vice President for Student Affairs
Dave Micus  Registrar (former)
Jed Liston  Assistant Vice President for Enrollment
Melanie Hoell  Director of Advising, College of Arts and Sciences
Jim O’Day  Director, Intercollegiate Athletics
Charles Couture  Dean of Students
Jim McKusick  Dean, Davidson Honors College
Liz Roosa Millar  Associate Director, University Center
Mike Heuring  Director, Career Services
Lynn Stocking  Associate Dean, College of Technology
Trevor Hunter  Student (graduated)
Cedric Jacobson  Student (graduated)

Standard 4: Faculty

Jim Burchfield  Dean (interim), College of Forestry and Conservation
Jim Scott  Professor, Modern and Classical Languages and Literatures
Dan Doyle  Professor, Sociology
Jim Lopach  Professor and Chair, Political Science

Standard 5: Library and Information Resources

Bonnie Allen  Dean of Libraries, Mansfield Library
Betsy Hawkins  Director, Human Resource Services
Ray Ford  Chief Information Technology Officer

Standard 6: Governance and Administration

Louis Hayes  Professor, Political Science
Betsy Hawkins  Director, Human Resource Services
Liz Ametsbichler  Professor, Modern and Classical Languages and Literatures
Jim Staub  Professor, Geosciences
Lucy France  Director, Equal Opportunity/Affirmative Action

Standard 7: Finance

Bill Muse  Associate Vice President, Planning, Budgeting, and Analysis
Tony Tomsu  Assistant Director, Institutional Research and Planning
Susan Selig Wallwork  Senior Research and Assessment Officer
Mick Hanson  Director, Financial Aid
Dan Jenko  Assistant Director, Business Services

Standard 8: Physical Resources

Bob Duringer  Vice President for Administration and Finance
Rosi Keller  Associate Vice President, Administration and Finance
GOALS OF THE STUDY

The Accreditation Steering Committee set out to conduct a self-study that would focus on the issues that the University has addressed in the past five years. In his charge to the University, the Provost called the study “… an opportunity for us to examine closely how we deliver on our mission, to celebrate areas in which we excel, and to identify concerns upon which we must focus.” This goal guided the committee to provide a document that presents not only an analysis of the data that directly address the NWCCU Standards, but also includes short vignettes to highlight specific progress in meeting the mission of the University.

The center of campus, dating back to the first buildings, is the Oval. It is an iconic campus feature for all members of the UM community, and remains a special place for meeting, studying, playing, and holding events. With this mind, the vignettes presented throughout the self-study are titled “Tangents to the Oval.”
The University of Montana meets the expected levels of requirements for eligibility for consideration by the NWCCU. Our authority, mission, governance, and integrity are shown to be functioning. The executive officers, administration, faculty, and staff are fully employed and operating in accordance with the requirements. All educational programs, including general education requirements and transfer procedures, are created and modified with appropriate oversight. Academic freedom is guaranteed for students and faculty. Student admissions, achievement, progress, and financial opportunities are governed by published policies. Financial resources are sound and are externally audited. The institutional effectiveness is studied and the results are published. The operational status is active. The University pledges to disclose all needed information to the NWCCU and publicly acknowledges its relationship with the Commission and all decisions that result from the evaluation.
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<th>Description</th>
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<td>AAAHC</td>
<td>Accreditation Agency for Ambulatory Health Care</td>
</tr>
<tr>
<td>AAUP</td>
<td>American Association of University Professors</td>
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<tr>
<td>ACE</td>
<td>American Council on Education</td>
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<td>ACF</td>
<td>American Culinary Federation</td>
</tr>
<tr>
<td>ACG</td>
<td>Academic Competitive Grants</td>
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<tr>
<td>ACRL</td>
<td>Association of College and Research Libraries</td>
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<tr>
<td>ACT</td>
<td>American College Testing</td>
</tr>
<tr>
<td>ACUHO-I</td>
<td>Association of College and University Housing Officers - International</td>
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<tr>
<td>ACUPCC</td>
<td>American College and University Presidents Climate Commitment</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>ADAAG</td>
<td>Americans with Disabilities Act and Accessibility Index</td>
</tr>
<tr>
<td>ADSUM</td>
<td>Alliance for Disability and Students at The University of Montana</td>
</tr>
<tr>
<td>AISS</td>
<td>American Indian Student Services</td>
</tr>
<tr>
<td>AITC</td>
<td>Academic Information Technology Committee</td>
</tr>
<tr>
<td>ALEKS</td>
<td>Assessment and Learning in Knowledge Spaces</td>
</tr>
<tr>
<td>AP</td>
<td>Advanced Placement</td>
</tr>
<tr>
<td>ASCRC</td>
<td>Academic Standards and Curriculum Review Committee</td>
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<tr>
<td>ASHA</td>
<td>American Speech-Language-Hearing Association</td>
</tr>
<tr>
<td>ASP</td>
<td>Academic Strategic Planning (Committee)</td>
</tr>
<tr>
<td>ASRN</td>
<td>Associate of Science (degree) in Registered Nursing</td>
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<td>ASSET</td>
<td>Assessment of Skills for Successful Entry and Transfer</td>
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<tr>
<td>ASUM</td>
<td>Associated Students of The University of Montana</td>
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<td>AT</td>
<td>Assistive Technology</td>
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<tr>
<td>AY</td>
<td>Academic Year</td>
</tr>
<tr>
<td>BBLMS</td>
<td>Blackboard Learning Management System</td>
</tr>
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<td>BCP-UM</td>
<td>Bitterroot College Program of The University of Montana</td>
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<td>BIA</td>
<td>Bureau of Indian Affairs</td>
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<td>BOR</td>
<td>Board of Regents</td>
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<tr>
<td>CAA</td>
<td>Corrective Action Agreement</td>
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<tr>
<td>CAPS</td>
<td>Counseling and Psychological Services</td>
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<td>CARE</td>
<td>Condom Access for Responsible Encounters</td>
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<tr>
<td>CAS</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>CBA</td>
<td>Collective Bargaining Agreement</td>
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<tr>
<td>CCAC</td>
<td>Climate Change Advisory Council</td>
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<tr>
<td>CDC</td>
<td>Campus Development Committee</td>
</tr>
<tr>
<td>CHC</td>
<td>Curry Health Center</td>
</tr>
<tr>
<td>CIRT</td>
<td>Critical Incident Response Team</td>
</tr>
<tr>
<td>CIS</td>
<td>Computing and Information Services</td>
</tr>
<tr>
<td>CITO</td>
<td>Chief Information Technology Officer</td>
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<tr>
<td>CLA</td>
<td>Collegiate Learning Assessment</td>
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<tr>
<td>CLEP</td>
<td>College Level Examination Program</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>COMPASS</td>
<td>Computer-adaptive Placement, Assessment, and Support System</td>
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<tr>
<td>COT</td>
<td>College of Technology</td>
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<tr>
<td>CPA</td>
<td>Certified Public Accountant</td>
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<tr>
<td>CR</td>
<td>Campus Recreation</td>
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<td>CSRDE</td>
<td>Consortium for Student Retention Data Exchange</td>
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<tr>
<td>CUPA-HR</td>
<td>College and University Professional Association for Human Resources</td>
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<tr>
<td>DAAC</td>
<td>The Drug and Alcohol Advisory Committee</td>
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<td>DSS</td>
<td>Disability Services for Students</td>
</tr>
<tr>
<td>EASL</td>
<td>English as a Second Language</td>
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<td>ECOS</td>
<td>Executive Committee of the (Faculty) Senate</td>
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<tr>
<td>EHRM</td>
<td>Environmental Health and Risk Management</td>
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<tr>
<td>EMT</td>
<td>Emergency Medical Technician</td>
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<td>ENS</td>
<td>Emergency Notification System</td>
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<td>EPC</td>
<td>Executive Planning Council</td>
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<td>EPSCoR</td>
<td>Experimental Program to Stimulate Competitive Research (NSF Grant)</td>
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<td>ES</td>
<td>Enrollment Services</td>
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<tr>
<td>FCI</td>
<td>Facilities Condition Index</td>
</tr>
<tr>
<td>FEC</td>
<td>Faculty Evaluation Committee</td>
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<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
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<td>FFELP</td>
<td>Federal Family Education Loan Programs</td>
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<tr>
<td>FIGs</td>
<td>Freshmen Interest Groups</td>
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<tr>
<td>FISAP</td>
<td>Federal Fiscal Report and Application</td>
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<tr>
<td>FSSE</td>
<td>Faculty Survey of Student Engagement</td>
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<td>FSSS</td>
<td>Foreign Student and Scholar Services</td>
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<tr>
<td>FTC</td>
<td>Farm to College</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-Time Equivalent</td>
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<tr>
<td>FY</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>GASB</td>
<td>Government Accounting Standards Board</td>
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<tr>
<td>GCC</td>
<td>Griz Card Center</td>
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<tr>
<td>GED</td>
<td>General Educational Development</td>
</tr>
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<td>GMAT</td>
<td>General Management Admission Test</td>
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<td>GPA</td>
<td>Grade Point Average</td>
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<tr>
<td>GRE</td>
<td>Graduate Record Exam</td>
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<tr>
<td>GSA</td>
<td>Grizzly Scholarship Association</td>
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<tr>
<td>GSF</td>
<td>Gross Square Feet</td>
</tr>
<tr>
<td>HE</td>
<td>Health Enhancement</td>
</tr>
<tr>
<td>HHEC</td>
<td>Hamilton (Montana) Higher Education Center</td>
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<tr>
<td>IACUC</td>
<td>Institutional Animal Care and Use Committee</td>
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<tr>
<td>IB</td>
<td>International Baccalaureate</td>
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<td>IBC</td>
<td>Institutional Bio-Safety Committee</td>
</tr>
<tr>
<td>ICR</td>
<td>Indirect Cost Recovery</td>
</tr>
<tr>
<td>IPEDS</td>
<td>Integrated Postsecondary Education Data System</td>
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<tr>
<td>IPR</td>
<td>Individual Performance Record</td>
</tr>
<tr>
<td>IRB</td>
<td>Institutional Review Board (for use of human subjects)</td>
</tr>
</tbody>
</table>
ISA | International Student Association
ISEP | International Student Exchange Program
KUFM | UM public broadcasting stations (TV and FM radio)
LAD | (Montana) Legislative Audit Division
LAS | Leadership, Achievement, and Service Award
LEED | Leadership in Energy and Environmental Design
GLBT | Gay, Lesbian, Bisexual, and Transgender (Lambda Alliance)
LRBP | Long Range Building Program
LSAT | Law School Admissions Test
MAT | Miller Analogies Test
MCA | Multi-Cultural Alliance
MCAT | Medical College Admissions Test
MCLL | Modern and Classical Languages and Literatures (Department of)
METNET | Montana Educational Telecommunications Network
MOLLI | The University of Montana Osher Lifelong Learning Institute
MPACT | Montana Partnering for Affordable College Tuition
MPEA | Montana Public Employee Association
MSHA | Montana Speech-Language-Hearing Association
MTCC | Montana Campus Compact
MUS | Montana University System
MUSSA | Montana University System Staff Associations
MUSWA | Montana University System Writing Assessment
NACADA | National Academic Advising Association
NACE | National Association of Colleges and Employers
NACUFS | National Association of College and University Food Services
NCBI | National Coalition Building Institute
NCES | National Center for Educational Statistics
NCIC | National Crime Information Center
NCUR | National Conference on Undergraduate Research
NICET | National Institute for Certification in Engineering Technologies
NIH | National Institute of Health
NISO | National Information Standards Organization
NSICP | National Study of Instructional Costs and Productivity
NSSE | National Survey of Student Engagement
OCE | Office for Civic Engagement
OCHE | Office of the Commissioner of Higher Education
OCLC | computer library service and research organization
OCR | Office of Civil Rights
OPBA | Office of Planning, Budgeting, and Analysis
ORSP | Office of Research and Sponsored Programs
PACE | Partnership for Comprehensive Equity (NSF ACHIEVE Agreement)
PD&T | Professional Development and Training
PiLOT | mathematics tutoring program (not an acronym)
PROs | Peers Reaching Out
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>PROT</td>
<td>Peer Review of Teaching (Mansfield Library)</td>
</tr>
<tr>
<td>RL</td>
<td>Residence Life Office</td>
</tr>
<tr>
<td>ROSNA</td>
<td>Research Opportunities in Science for Native Americans</td>
</tr>
<tr>
<td>RTF</td>
<td>Retention Task Force</td>
</tr>
<tr>
<td>SAAC</td>
<td>Student Affairs Assessment Council</td>
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<tr>
<td>SAIL</td>
<td>Student Affairs Immersion Learning Program</td>
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<tr>
<td>SAIT</td>
<td>Student Affairs Information Technology</td>
</tr>
<tr>
<td>SAM</td>
<td>Strategic Assessment Model</td>
</tr>
<tr>
<td>SARC</td>
<td>Student Assault Resource Center (in Curry Health Center)</td>
</tr>
<tr>
<td>SAT</td>
<td>Scholastic Aptitude Test</td>
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<tr>
<td>SCH</td>
<td>Student Credit Hour</td>
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<tr>
<td>SCT</td>
<td>Science and Computing Technology</td>
</tr>
<tr>
<td>SEC</td>
<td>Student Evaluation Committee (for faculty review)</td>
</tr>
<tr>
<td>SEVIS</td>
<td>The Student and Exchange Visitor Information System</td>
</tr>
<tr>
<td>SILD</td>
<td>Student Involvement and Leadership Development</td>
</tr>
<tr>
<td>SMART</td>
<td>Science Mathematics Assess to Retain Talent (Program)</td>
</tr>
<tr>
<td>SOS</td>
<td>Self Over Substance</td>
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<td>SPBC</td>
<td>Strategic and Budget Planning Committee</td>
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<td>SWAT</td>
<td>Special Weapons and Tactics</td>
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<tr>
<td>TEACH</td>
<td>Teacher Education Assistance for College and Higher Education (Grant)</td>
</tr>
<tr>
<td>TOEFL</td>
<td>Test of English as a Foreign Language</td>
</tr>
<tr>
<td>TRIO-SSS</td>
<td>A set of federal programs for Student Support Services</td>
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<tr>
<td>UC</td>
<td>University Center</td>
</tr>
<tr>
<td>UDS</td>
<td>University Dining Services</td>
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<td>UDWPA</td>
<td>Upper Division Writing Proficiency Assessment</td>
</tr>
<tr>
<td>UFA</td>
<td>University Faculty Association</td>
</tr>
<tr>
<td>UM</td>
<td>The University of Montana</td>
</tr>
<tr>
<td>UMCUR</td>
<td>UM Conference on Undergraduate Research</td>
</tr>
<tr>
<td>UMDW</td>
<td>The University of Montana Data Warehouse</td>
</tr>
<tr>
<td>UMF</td>
<td>University of Montana Foundation</td>
</tr>
<tr>
<td>VPRD</td>
<td>Vice President for Research and Development</td>
</tr>
<tr>
<td>VPSA</td>
<td>Vice President for Student Affairs</td>
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<tr>
<td>WICHE</td>
<td>Western Interstate Commission for Higher Education</td>
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<tr>
<td>WPA</td>
<td>(Upper Division) Writing Proficiency Assessment</td>
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EXECUTIVE SUMMARY

The starting point for the 2010 self-study was an examination of the University’s self-study from the April 2000 accreditation visit, along with the Visiting Committee Review and the UM Interim Accreditation Report (March, 2005).

COMMENDATIONS FROM THE 2000 ACCREDITATION VISIT

The University is proud of the achievements recognized in the reaffirmation of its accreditation in 2000. The current self-study confirms our continuing efforts to succeed in the following areas of commendation given in that review:

1. The University of Montana-Missoula is commended for its high quality, intellectually sound General Education Program that fulfills the vision articulated in the mission statement that an education at the UM-M “nurtures in students the capability to think critically, to communicate effectively, and to understand the world as they mature intellectually and emotionally.”

2. The University of Montana-Missoula is commended for its emphasis on the importance of artistic activities and the quality of those activities on the campus, including the high level of student work in the arts. The University is also commended for the extensive artistic outreach efforts throughout the state of Montana and for its artistic and cultural leadership in the state.

3. The faculty and staff are to be commended for their high degree of interest in, and concern for, the academic success and general welfare of UM-M students. This interest and concern is apparent at all levels of classroom, laboratory, research and extracurricular interaction as well as in the extensive involvement of students in planning, implementing, and evaluating student support services.

4. The University is to be commended for creating and supporting the unique Native American Studies program which is a degree-granting academic program as well as a program charged with fostering relationships with various Native American communities.

5. Administrative staff support is central to the institution’s capacity to maintain essential support functions. Staff responsibilities have increased. Notwithstanding these increasing responsibilities without increasing salaries, the institution has been successful in retaining an experienced and dedicated staff who demonstrated on a daily basis their commitment to the University. The support staff is commended for their dedicated service and loyalty to the students, faculty, and mission of the University.
6. The University is to be commended for the concentrated effort in introducing new facilities and renovated space for enhanced student life and developing facilities for teaching and learning environments, particularly for Pharmacy, Business, and the Honors Program, and its commitment to maintaining the character of the UM-M campus.

7. The University is commended for achieving rapid growth in its extramural funding for research.

RECOMMENDATIONS FROM THE 2000 ACCREDITATION VISIT


1. The University of Montana should initiate a conversation and partnership among the commissioner, Regents, and institutions to develop an opportunity with the legislature and executive branch to comprehensively evaluate and address the funding needs and mechanisms necessary to support the essential needs of higher education in service to the state of Montana, its students and citizens.

In 2005, the University reported that the operating budget of the Missoula campus had increased by 29.5% and the budget of the University of Montana unit had increased by 40%. The University felt that institutional efforts had resulted in a substantially improved financial picture.

2. The Committee found that the University has made a promising start in instituting plans for program assessment. However, the results to date vary significantly from one department to another. Some departments have long standing assessment plans which have been in use long enough to yield assessment data useful in bringing about process improvements on both the program and the divisional levels. Other departments have yet to accumulate useful data or to use the assessment data in program improvement. The Committee recommends that the University continue and intensify its efforts in this area, so that the requirement for effective assessment plans can be met in all programs.

In 2005, the University reported that it had developed an Academic Assessment Plan to expand the effort to improve and document assessment within departments.

3. Although the University has added to the library’s collection budget for six consecutive years, it has not adequately increased its operational budget. As a result, the library’s ability to maintain facilities, purchase needed equipment, and provide the services required to meet the instructional and technology needs of students and faculty has suffered. Of particular note is
the Instructional Media Services Library, which is overcrowded to the point where services to both students and faculty are dramatically diminished. The committee recommends that the University address these deficiencies in the Mansfield Library’s budget that are resulting in overcrowding, limited hours, and unacceptable backlogs in the Instructional Media Services library, as well as an increased inability of the Mansfield Library to provide adequate collections to support the teaching and research needs of University’s students and faculty.

In 2005, the University reported budget increases of 20.4% that included staff, holdings, and equipment. Increased support from the state, the University, and outside contributions addressed outstanding operational needs.

4. The Committee notes that the University of Montana-Missoula has acknowledged in its goal statements and aspiration statement the importance of preparing educated citizens for meaningful and engaged lives in an increasingly diverse and interdependent world and the importance of promoting diversity and community among students, faculty and staff. In accordance with its stated goals and aspirations, the University is encouraged to take the necessary steps to enhance student understanding, knowledge and appreciation of multicultural perspectives and different cultures through its programmatic and other educational experiences that promote student growth towards these ends. In addition, the University is encouraged to increase its efforts to attract students, faculty, and staff that represent a diversity of backgrounds and cultures.

In 2005, the University reported an expanded effort to provide its students with knowledge, understanding, and appreciation of multicultural perspectives. There is an increased effort to attract students, faculty, and staff from a variety of backgrounds and cultures.

5. The University should update the comprehensive campus master plan and University-wide integrated master plans for all campuses. Specific areas that should be addressed include land use, infrastructure including technology, facility standards, transportation and parking, and guidelines for funding to provide adequate operations and maintenance for new facilities.

In 2001, the president appointed a Campus Master Plan Committee that produced a comprehensive Master Plan and submitted it to the Commission, which issued a commendation for this effort. Progress in carrying out that plan continues and is part of this report.

**RECENT STEPS**

Based on the 2000 accreditation evaluation and the subsequent Interim Report (2005) and the Progress Report (2008), this self-study will highlight the activities that illustrate how we are dealing with the growth of the University, the planning process, student services, and continuing to expand upon the assessment of students and programs.
The Growth of the University

The University of Montana has continued to grow its enrollment since 2005, with total fiscal year enrollment increasing by 7% (from 11,949 in 2005 to 12,784 FTE in 2009). The fall enrollments have achieved historic levels in four of the last five years. All student categories have grown, with the majority of the growth occurring in resident students – particularly at the associate and baccalaureate levels. This increase is the result of a number of strategic enrollment initiatives in both recruitment and retention. The success of these efforts is evidenced not only in total enrollment, but in marked improvement in three primary factors:

- Improved participation rates, including both continuation of Montana high school graduates and participation of nontraditional students;
- Greater capture rate within the pool of incoming freshmen; and
- Improved retention rates, particularly among resident undergraduate students.

In response to the enrollment growth, as well as to an academic strategic goal of improving student-faculty ratios and class sizes in the General Education core, the University has grown faculty by 7% (from 609 in FY 2005 to 651 in FY 2009) over the same five-year period. At the same time, to ensure student and faculty support, as well as to facilitate success in our enrollment initiatives, we have increased staff by 49 FTE. Over 330,000 square feet of space have been added to campus facilities for academic and research use, an increase of approximately 11% since the last accreditation visit.

Research

The University’s research program has grown rapidly in the past decade, with the indicator of outside funding growing to the level of $71 million in 2009. Much of that funded research growth has been in the biomedical research area, but the other sciences have contributed as have education, the social sciences, and the many specialized research centers. Other strong indicators of both quality and quantity include thirty papers in the last five years published in the prestigious journals, Science and Nature. The University has had a total of seven National Science Foundation CAREER awardees, the award which recognizes both stellar research and education. One faculty member, Dr. Steve Running, was a member of the Intergovernmental Panel on Climate Change that was co-awarded the 2007 Nobel Peace Prize. Technology Transfer is an area of emphasis for the campus with the hiring of a new Technology Transfer Director who is bringing tremendous new energy to the area. Graduate programming has expanded in concert with research, with exciting new interdisciplinary programs in Neuroscience and Environmental Toxicology as examples. The University is hosting the National Conference on Undergraduate Research for the second time, and over 2,500 students from around the country will be on campus immediately after the NWCCU visiting committee is here. The University is undergoing strategic planning in the area of research and creative scholarship as of this writing.
The Planning Process

Acknowledgement of the need for a more formal planning process has grown in the years since the last accreditation visit. Several of the major units and focus areas of the University have been at work developing or updating their respective plans. Sectors that have published new editions of strategic plans include Academic Affairs, Student Affairs, and Information Technology. The UM Foundation has also recently completed an updated strategic plan. These and other strategic planning documents are included on The University of Montana strategic planning website. This website provides a central portal for strategic planning documents, budget documents, and assessment reports, all within the context of the University’s commitment to a continuum of objective, transparent, and informed planning, decision-making, and assessment.

In 2008 the Provost convened the Academic Strategic Planning Committee with the charge to develop an ambitious plan that would serve as a decision-making guide for the next five years. This committee conducted an extensive environmental scan to identify internal and external influences on academics at UM. Internally, they looked into student access and affordability, the work force, academic programs, technological capacity, and funding. Externally, they examined demographic issues, technology, trends in K-12 education, economic influences, political and regulatory environments, competitors, natural resources, and international issues. The committee met with many individuals and campus stakeholders to ask what makes UM unique, what surprises they have seen, what they would like to change, and how they hoped UM would be seen in five years. The Committee summarized the aspirations that emerged and the issues that should be addressed. Through a series of town hall meetings, the issues were prioritized and presented as six key initiatives. The completed Academic Strategic Plan was approved by the Faculty Senate in November 2009.

Student Services

An increased focus on student retention began in 2005 with a Retention Summit. Responding to concerns identified at the summit, the divisions of Student Affairs and Academic Affairs formed a Retention Task Force (RTF) to explore ways to improve students’ engagement, retention, and success at The University of Montana. In December 2006, a retention consultant assisted on an institutional plan to develop strategies and activities to improve retention and graduation rates. In fall 2008, the Retention Task Force published the Partnering for Student Success plan, a collaborative effort that presents a multifaceted approach to student success, including K-12 preparation, college transitions, integration of the early college curriculum, student engagement, strengthened student support, and an emphasis on faculty and staff development.

Assessment

In the spirit of providing increased accountability and continued improvement in measurable outcomes, public universities across the nation are focusing intense effort on assessment activities. In no other state is this endeavor more important than in Montana, where efficiency is not only encouraged, it is essential. Faculty, staff, and administrators at The University of Montana are involved in assessment at every level. At the institution
Executive Summary

level, activities are organized around seven major assessment categories, including Undergraduate Academic Quality and Student Success, Graduate and Professional Programs Quality, Research and Creative Scholarship, Contributions to the Community (Local/Regional/National), Institutional Efficiency and Effectiveness, Enrollment Management, and Institutional Prominence. These categories reflect areas that respond directly to the mission of the University. Outcome measures for these categories consider retention and graduation rates, assessment of learning outcomes, surveys of student engagement, dollar volume of research grants, research-based contributions to societal issues, lifelong learning opportunities, energy savings, tuition comparisons, and rankings and classifications. Individuals units that provide academic or social support to students also engage in assessment. Educational programs have developed assessment of student learning goals in the General Education curriculum and in their degree programs. These assessment activities continue to be expanded each year.

Conclusions

This brief summary of the conclusions of the self-study is intended to focus the reader on specific issues that have been identified:

1. Lower levels of state appropriations, coupled with increases in resident enrollment while keeping tuition costs down, have led to a strain on budget resources. The self-study finds the University facing this issue in almost every sector, but also finds efforts to accommodate and retain offerings to all of the constituencies served. (Standard 1, Standard 7, Standard 8)

2. Assessment has improved in both practice and documentation across the campus. The University continues to grow both in its knowledge about its programs and in communicating the results of assessment studies. Data collection and analysis methods are now better formulated to monitor the success of programs, curriculum decisions, and services. (Standard 1, Standard 2)

3. The Division of Student Affairs lists 34 changes that have occurred in the 10 years since the last accreditation visit. Highlights include financial aid, student housing, student employment, health care, Day of Dialogue, international students, underrepresented students, student success and retention, and the oversight of a Student Affairs Advisory Board. (Standard 2, Standard 3)

4. The University has improved its recruiting and hiring of faculty, especially with policies that help bring talented women and minorities to sectors where they have been underrepresented. The problem that longer-term faculty members tend to lose ground through salary compression and inversion is acknowledged, but it remains difficult to solve. (Standard 4, Standard 6, Standard 9)

5. The Mansfield Library has grown substantially in both scope and service. The library’s electronic capacity has experienced extensive growth in the past decade, resulting in increases to both internal and external access. The
implications for staffing and maintenance issues have led to redirection of some budgeting priorities. Tutoring services, offered in several locations including the library, have expanded and play an ever increasing role in ensuring students meet their potential and achieve academic success. (Standard 2, Standard 3, Standard 5)

6. The University administration supports engagement by faculty, staff, and students in governance processes and is responsive to an evaluation process that incorporates employee feedback. This promotes an overall positive feeling about governance and continued engagement by the campus community. (Standard 6, Standard 9)

Supporting documentation for the self-study can be found at www.umt.edu/self-study2010. The self-study report references the exhibits using the following prefixes: RD – Required Documents; RE – Required Exhibits; SM – Suggested Materials; and OSM – Other Supporting Materials. Some large documents, including faculty vitae and assessment reports will be made available in the Exhibit Room during the evaluation visit.
### UM AT A GLANCE

#### THE UNIVERSITY OF MONTANA

#### AT A GLANCE

<table>
<thead>
<tr>
<th>Established</th>
<th>New Freshmen, Fall 2009</th>
<th>2,306</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Minority</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>International</td>
<td>1%</td>
</tr>
<tr>
<td>Colleges and Professional Schools</td>
<td>Top 10% of high school class</td>
<td>16%</td>
</tr>
<tr>
<td>Full-time Employees, Fall 2009</td>
<td>Average high school GPA</td>
<td>3.23</td>
</tr>
<tr>
<td>Instructional faculty</td>
<td>Average ACT score</td>
<td>23</td>
</tr>
<tr>
<td>Non-instructional faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Total Current Funds Revenues, FY 2010 (in millions of dollars)

| State appropriations | 53.2 | Female                      | 55% |
| Tuition and fees     | 88.2 | Minority                    | 7%  |
| Financial aid programs | 11.1 | International               | 4%  |
| Gifts, grants and contracts | 73.9 |                |     |
| Auxiliary enterprises | 46.0 |                |     |
| Designated services   | 45.9 |                |     |
| Miscellaneous        | 0.8  | Degrees Awarded, FY 2009   | 2,880 |
| Research Expenditures, FY 2009 (in millions of dollars) | 49.5 |
| Inventory of Land Acreage | 33,584 |
| Mountain campus       | 156  |
| College of Technology | 200  |
| Experiment stations   | 32,460 |
| Other off-campus properties | 767 |

#### Research Expenditures, FY 2009 (in millions of dollars)

| Tuition and fees, undergraduate resident (average) | 5,534 |
| Tuition and fees, undergraduate nonresident (average) | 17,460 |
| Room and board (typical undergrad) | 6,486 |
| Estimated total expenses, undergrad resident (average) | 12,020 |
| Estimated total expenses, undergrad nonresident (average) | 23,946 |
STANDARD ONE: INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

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The University of Montana was chartered in 1893 with the central purpose of providing the "best and most efficient manner of imparting...a liberal education and thorough knowledge of the different branches of literature, science and the arts." One hundred and seventeen years later, The University of Montana continues to be recognized by its citizens as the flagship state university dedicated to providing high quality undergraduate and graduate programs and experiences reflective of the importance of the liberal arts and sciences. The University’s mission as stated below is broad. Under the Constitution of the State, the University receives direction from an autonomous Board of Regents, appointed by the Governor. In keeping with these mandates, the University is a selective institution that must provide access for residents of the State of Montana to the "liberal arts and sciences" along with professional education.

Institutional Mission and Goals

The mission and goals of the University have undergone many changes since it was first chartered in 1893. Under the direction of the Board of Regents, the University has gone from being one of six independent units, to the flagship of a family of institutions. In 1994, the Montana Board of Regents mandated the restructuring of the Montana University System. The University of Montana has become a multi-campus institution which includes campuses in Missoula (UM), Butte (Montana Tech of The University of Montana), Dillon (The University of Montana-Western), and Helena (The University of Montana-Helena College of Technology). Although these campuses are now administratively one university, each retains its own distinctive array of academic programs and maintains its own procedures and standards. The last decade has seen increasing collaboration among the members of the family, as well as further clarification and modification, of the mission and goals of each. It should be noted, however, that the scope of this self-study is limited to the activities of The University of Montana in Missoula.

The University of Montana has remained faithful to the original vision articulated in the 1893 charter.

Mission Statement

The current Mission Statement† (Exhibit RD 1-01) stands as the official statement of guiding principles for the University:

"The University of Montana-Missoula pursues academic excellence as indicated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, 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..."
STANDARD ONE: MISSION

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 provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

The University’s Strategic Directions statement also sets forth a Vision Statement and enumerates six Core Values by which the institution will be guided:

Vision Statement

In pursuit of its mission, The University of Montana will:

- Educate students to become ethical persons, engaged citizens, competent professionals, and informed members of a global and technological society;
- Increase the diversity of the students, faculty, and staff for an enriched campus culture;
- Attain the Carnegie Commission status of a “very high” research Doctorate Granting institution, and increase funded research to $100,000,000 annually;
- Pursue more partnerships – especially with the local communities, businesses and industries, public schools, community and Tribal colleges, State and local governments, and universities abroad – and expand the training and technology transfer programs to promote community and economic development;
- Develop the capability and infrastructure for use of information technology to increase the efficiency and productivity of the campus and the State; and
- Involve and engage the faculty, staff, students, alumni, partners, and friends of the University in institutional governance.

Core Values

- Learning experiences of high quality designed to allow students to realize their full potential with student success as the primary objective;
- Basic and applied research that contributes to knowledge and meets the needs of the State, region, nation, and world;
- Diversity and community among students, faculty, and staff;
- Affordable access to higher education for Montanans;
- Effective and efficient use of resources, providing full accountability for all funds; and
- Service to the citizens, communities, regions, business, industry, State, and world.
These Core Values provided the foundation for further strategic planning for UM in specific ways that position The University of Montana for the current century. These values were used to determine eight Strategic Goals, which are currently being pursued:

**Strategic Goals**

- **To sustain and enhance the quality of student life through:**
  1. Continuous improvement of undergraduate education;
  2. Improved advising and counseling services;
  3. More effective recruitment and retention, but reduced resident undergraduate enrollments;
  4. Diversity in student services and life; and
  5. A safe and supportive campus environment;
- **To expand and strengthen two-year education offerings;**
- **To strengthen and broaden graduate and research programs and increase graduate enrollments;**
- **To attract, retain, and support a diverse and excellent faculty and staff;**
- **To provide comprehensive information technology and related services;**
- **To develop the campus in accordance with the master plan and maintain the facilities;**
- **To assure a stable financial environment, emphasizing new resource acquisition and the effective and efficient use of resources; and**
- **To contribute appropriately to the cultural and economic development of the State.**

The Mission Statement was revised and approved by the President in 2008. This, along with Strategic Goals and the Core Values used to meet them, are assessed and reevaluated every year by the President and included in both his annual statement of goals and objectives to the Commissioner of Higher Education and in his yearly State of the University Address to the campus community (see Exhibit RD 1-02).

The University cannot achieve its Strategic Goals except through careful planning and implementation. The vision looks to the fulfillment of the mission and the maintenance of a University for the 21st Century. Planning within the various sectors of the University, coordinated through the Executive Planning Council and the Strategic and Budget Planning Committee, defines the initiatives and projects that set the direction for The University of Montana. For the planning period from 2008 to 2011, the University is taking deliberate action to require collaborative participation of all segments of the campus community to ensure that planning activities align with the institution’s mission and vision.

As a result of the strategic planning process, the President and the Executive Committee of The University of Montana mandate and supervise the revision of academic programs, enrollment, staffing, finances, and facilities. Annual planning informs longer-term planning, and both proceed from the Strategic Directions.
Effective strategic planning, budgeting, and assessment are all components of the comprehensive resource management process critical to the ongoing success of The University of Montana. Planning is a structured process in which the University develops long-term priorities and initiatives. Budgeting, by comparison, involves allocating the appropriate resources over the short term to achieve these objectives. The last step, assessment, involves careful analysis of outcomes, comparing the results with established goals and objectives, and gaining an understanding of both the components of mission-critical activities and the environmental factors affecting success. Assessment provides a rational basis for the next round of planning.

From January to April 2009, the Montana Legislature met to approve state funding for the 2010/11 Biennium. At the end of May 2009, the Montana Board of Regents met to approve tuition rates for the same period, the culmination of a system-wide process that took almost two years to complete. Planning has already begun for the 2012/13 Biennium. The timeline for UM’s planning, budgeting, and assessment processes is depicted in Figure 1-01.
Figure 1-01 – Strategic Planning, Budgeting, and Assessment Cycles (January 2009-January 2011)
The Planning Context

The next five years will offer challenges and opportunities for the faculty, staff, and students of The University of Montana in myriad ways. As a result, the statement of Strategic Directions for The University of Montana serves as a dynamic guide for the overall direction but does not depend on the achievement of each and every goal or objective currently envisioned. All institutions, especially those that not only survive but prosper, must have the flexibility to maneuver and to grow in response to new challenges and opportunities, always within the context of Strategic Directions that reflect the institutional mission, vision, values, and aspirations.

The Strategic Directions presume that the environment in the state will remain fiscally austere, necessitating that the University develop and implement action plans that depend on self-help as well as State assistance. Self-sufficiency will increasingly characterize the condition of the University, since the evidence suggests, at best, incremental improvements in current trends. During the last decade, the University relied on enrollments and tuition revenue, private gifts and donations, and externally funded grants and contracts to assure progress toward institutional goals. Although relatively flat, state support provided the vital leverage needed to succeed in this environment. State support will remain critically important, but the magnitude of that support as a percentage of the University’s total budget will in all likelihood grow only marginally, if at all. As a result, the faculty and staff of the University will have to devise even more creative approaches to funding. Most importantly, the University will have to manage this change in its fiscal foundation while pursuing its primary mission as a public university charged with serving the public interest.

This context provides the linkages that bind the various elements of the University’s Strategic Directions. The University cannot fulfill its programmatic and fiscal goals and objectives without taking active steps to ensure achievement of its enrollment, fundraising, sponsored programs, and alternative revenue targets. In a similar vein, the University cannot achieve the needed enrollments without attending to student needs, interests, and success, in terms of financial assistance, curricular and extra-curricular activities, and realization of individual potential. Nor can it succeed in raising private funds without maintaining the quality of its programs and engaging the faculty and students in research and creative activities to extend the frontiers of knowledge and respond to community, state, national, and world needs. Finally, it cannot compete successfully for external contracts and grants without assuring that the faculty and students have the facilities and supporting infrastructure that empower them to succeed.

Standing Committees

Several standing groups and committees are responsible for short and long range planning and evaluation, and serve to implement recommendations presented in strategic plans. While by nature some of these committees are limited to individuals from a specific organizational level, an effort is made to include members from all levels of the organization in most standing committees. The Collective Bargaining Agreement (CBA) between the University Faculty Association and the Montana University System, as well as general University policies, encourage student membership and participation on all standing committees and recognize student involvement on all other committees. Many
of the standing committees also have representatives of the University staff. These standing committees, some of which are listed below, play an important role in the long term planning of the University.

The Executive Planning Council\textsuperscript{iv} meets on demand to discuss progress on long- and short-term goals, to solve problems that demand immediate attention, to formulate strategy, and to share information. This group consists of the President, the Provost and Vice President for Academic Affairs, the Vice President for Student Affairs, the Vice President for Administration and Finance, the Vice President for Research and Development, the executive Vice President, the Associate Vice President for Information Technology, and the chair of the Faculty Senate.

The Academic Officers\textsuperscript{v} meet weekly to focus on short- and long-range planning issues, especially, but not exclusively, in the academic realm. This group consists of the Provost, associate provosts, deans, and the Registrar.

The Strategic and Budget Planning Committee\textsuperscript{v} has membership from every level, including executive officers, deans, faculty, staff, and students. The charge to the committee is to implement the University’s long-range plan developed by the Executive Planning Council and approved by the President.

The Faculty Senate\textsuperscript{vi}, with representatives from all disciplinary areas on campus, meets monthly to discuss matters of importance to the campus, to hear reports from its subcommittees, to engage in dialogue with representatives of the administration and other campus organizations, and to take action on those aspects of governance over which it holds responsibility, such as the curriculum. The Executive Committee of the Senate\textsuperscript{vii} (ECOS) meets weekly, except during those weeks when the full Senate meets, in order to conduct Senate business between the full meetings.

The Academic Standards and Curriculum Review Committee\textsuperscript{viii} (ASCRC), a subcommittee of the Faculty Senate, meets weekly to review plans and changes to the undergraduate curriculum. The Committee considers proposals from individual units to judge whether they are consistent with the University’s Core Values and Strategic Goals, then makes recommendations to the Faculty Senate. ASCRC comprises faculty members appointed by the Faculty Senate serving three-year terms, and students appointed by Associated Students of The University of Montana (ASUM) serving one-year terms.

The Graduate Council\textsuperscript{ix}, a subcommittee of the Faculty Senate, meets weekly to review plans and changes to the graduate curriculum. It considers proposals from individual units to judge whether they are consistent with the University’s Core Values and Strategic Goals then makes recommendations to the Faculty Senate. The Graduate Council comprises faculty members appointed by the Faculty Senate serving three-year terms, and graduate students appointed by the Graduate Student Association.

The Enrollment Management Council\textsuperscript{x} is charged with providing overall strategy, policy, and coordination for enrollment management at The University of Montana including continuous assessment and improvement of student success activities. Co-chaired by the Provost and the Vice President for Student Affairs, this committee combines staff from Academic Affairs, Student Affairs, the Office of Planning, Budgeting, and Analysis (OPBA), as well as deans, faculty, and students.
Interim Committees are utilized from time to time to address current or periodic issues. Like the standing committees, these groups model campus-wide collaborative planning processes, and their work often provides input to strategic planning and resource allocation processes.

These and additional University committees are discussed in greater detail in the Standard 6: Governance and Administration section of this self-study. See Exhibit RE 6-10 for a complete listing of University committees xi, with descriptions of structures and charges.

**Current Planning Activity**

Several of the major units and focus areas of the University have recently been at work developing or updating their respective plans. Sectors that have published new editions of strategic plans include Academic Affairs, Student Affairs, and Information Technology. The UM Foundation has also recently completed an updated strategic plan. As discussed in other areas of this report, a major collaboration of campus-wide constituents, focused by leadership of Academic Affairs, Student Affairs, and Administration and Finance resulted in a strategic plan for improvement in student retention and graduation rates. This plan, called *Partnering for Student Success* xii, was published in fall 2008, and is now in the implementation phase.

The Academic Strategic Planning Committee began collecting data to answer a series of environmental scan questions which focused on both internal and external influences on Academic Affairs at UM. Questions for the internal scan related to the broad categories of the UM student body, access and affordability, the UM workforce related to Academic Affairs, academic programs, technological capabilities, and funding trends. Questions for the external scan focused on demographic trends, technology, trends in K-12 that have an impact on higher education, the economic environment, political and regulatory environments, defining UM’s competitors, natural resource issues, and international factors. This included exploring system-wide published strategic plans, trends and expectations for higher education in Montana and beyond, and unit operating plans from 2007. OPBA provided extensive data related to students (e.g., enrollment, retention, and cost of education), the workforce, diversity, research and creative activity, demographic trends, and so on. Moreover, the Committee met with many individuals with expertise in areas related to the environmental scan. Finally, targeted campus stakeholders were asked to respond to a short survey that asked questions about what makes UM unique, surprises over the last five years, what they would most like to change, and how they hope UM will be described five years from now. After extensive review of the data collected, the Committee summarized the aspirations that emerged and the issues that will have to be addressed in the coming years to ensure UM can meet its aspirations. Through a series of town hall meetings, the issues were prioritized, resulting in six key initiatives to address in the next five years. The completed Academic Strategic Plan was approved by the Faculty Senate in November 2009 (Exhibit RE 1-01).

Having just completed the implementation and execution of its last five-year plan, a new Division of Student Affairs Strategic Plan has been published for 2010-2015 (Exhibit RE 1-01). Like the faculty members, administrators, and students who developed the
Academic Strategic Plan, Student Affairs directors worked diligently and collaboratively with campus stakeholders for several months, utilizing institutional and environmental data from OPBA as well as program assessment results compiled by a committee representing management, staff, and students. This statement, excerpted from the introductory remarks of the Vice President for Student Affairs, imparts the strategic challenge embraced by the Student Affairs strategic plan:

As we confront potential economic effects on enrollment and the likelihood that the University will face in the next biennium the challenge of replacing funds provided by the Federal government, we must work together creatively to grow our capacity without proportional growth in State support. By continuing our success in attracting out-of-state students, as well as by increasing continuation rates of Montana high school graduates and the participation rates of working adults, while at the same time continuing improvement in retention and persistence to graduation, we will mitigate the effects of the decline in Montana high school graduates – and we will help secure Montana’s future.

These and other strategic planning documents are included in The University of Montana strategic planning website. This website provides a central portal for strategic planning documents, budget documents, and assessment reports, all within the context of the University’s commitment to a continuum of objective, transparent, and informed planning, decision-making, and assessment.

Gallagher Business Building, Which Houses the Montana World Trade Center and the Bureau for Business and Economic Research
In the spirit of providing increased accountability and continued improvement in measurable outcomes, public universities across the nation are focusing intense effort on assessment activities. In no other state is this endeavor more important than in Montana, where efficiency is not only encouraged, it is essential.

Strategic planning, budgeting and assessment are all components of a comprehensive resource management process critical to the ongoing success of The University of Montana. Planning is a process in which the University develops long term priorities and initiatives. Budgeting involves allocating appropriate resources over the short term to achieve these objectives. Assessment requires careful analysis of outcomes, comparing the results with established goals and objectives thereby providing a rational basis for the next round of planning.

This brochure is an executive summary of The University of Montana’s first annual assessment report, which incorporates data obtained for the Missoula campus. It summarizes results from many different assessment instruments and is organized around seven major assessment categories. The complete, detailed assessment report can be found at www.umt.edu/strategicplanning.
Effectiveness and Evaluation

Assessment is an integral part of the management of resources at The University of Montana. Fundamentally, the University informs its planning and budgeting processes and ensures accountability through:

- Academic program assessment;
- Institutional assessment; and
- Assessment of community contributions at the state, regional, and national levels

For the purposes of comparison and assessment, The University of Montana continually compares institutional data with several benchmarks. The most widely used comparator database for higher education is the federal Integrated Postsecondary Education Data System (IPEDS). This national database is the core information resource for The National Center for Education Statistics (NCES). Reporting to IPEDS is mandatory for institutions receiving federal funds. Data are collected from all primary providers of postsecondary education in the country in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid. The IPEDS program was completely redesigned for AY 2000-01, becoming much more efficient and useful when the data collection was converted from a paper-based to a fully web-based system. IPEDS now includes an automated peer analysis system and an executive reporting module.

The University compiles and submits data to several other national and regional entities and consortia that collect more specific data, allowing for useful analysis of several factors critical to the success of the University, including:

- Instruction costs and productivity by discipline to the National Study of Instructional Costs and Productivity (NSICP, also called the Delaware Study);
- Graduation and retention rates to the Consortium for Student Retention Data Exchange (CSRDE);
- Faculty and administrative salaries by discipline and rank to the College and University Professional Association for Human Resources (CUPA-HR);
- Student engagement to the National Survey of Student Engagement (NSSE); and
- Regional higher education information for western states to the Western Interstate Commission for Higher Education (WICHE).

These allow UM to compare performance and experience with similar institutions, or to choose “aspirational” comparators, in order to assess the current status and set reasonable goals.

To promote accountability and transparency, a wide range of important institutional data and statistics is posted on University websites. Table 1-01, the campus Accreditation Report, details the current status of all national, regional, and specialized accreditations.
<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Degree(s)</th>
<th>Accrediting Agency</th>
<th>Last Review</th>
<th>Next Review</th>
<th>Status/Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>Chemistry</td>
<td>BS, MS, PhD</td>
<td>American Chemical Society (ACS)</td>
<td>2007</td>
<td>2012</td>
<td>Reaccredited</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>Computer Science</td>
<td>BS</td>
<td>Accreditation Board for Engineering and Technology (ABET - Computing Accreditation Commission (CAC))</td>
<td>2009</td>
<td>2010</td>
<td>Reaccredited</td>
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<tr>
<td>College of Arts &amp; Sciences</td>
<td>Psychology, Clinical</td>
<td>PhD</td>
<td>American Psychological Association</td>
<td>2003</td>
<td>2010</td>
<td>Reaccredited</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>School Psychology</td>
<td>PhD</td>
<td>National Association of School Psychologists</td>
<td>2009</td>
<td>Self-study submitted</td>
<td>Pending</td>
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<td>School of Business Administration</td>
<td>Accounting</td>
<td>BS, MAcc</td>
<td>Association to Advance Collegiate Schools of Business (AACSB-International)</td>
<td>2009</td>
<td>2010</td>
<td>Pending, January decision</td>
</tr>
<tr>
<td>School of Business Administration</td>
<td>Business</td>
<td>BS, MBA</td>
<td>Association to Advance Collegiate Schools of Business (AACSB-International)</td>
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<td>2010</td>
<td>Pending, January decision</td>
</tr>
<tr>
<td>College of Technology</td>
<td>Culinary Arts Food Service Management</td>
<td>CAS, AAS</td>
<td>American Culinary Federation Educational Institute (ACFE)</td>
<td>2008-2009</td>
<td>2013</td>
<td>Reaccredited</td>
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<tr>
<td>College of Technology</td>
<td>Nursing</td>
<td>AAS, AS</td>
<td>Montana State Board of Nursing</td>
<td>2008</td>
<td>Fall 2013</td>
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<tr>
<td>College of Technology</td>
<td>Paralegal Studies</td>
<td>AAS</td>
<td>American Bar Association (ABA)</td>
<td>2009</td>
<td>Interim report due March 2010</td>
<td>Reaccredited</td>
</tr>
<tr>
<td>College of Technology</td>
<td>Pharmacy Technology</td>
<td>Certificate</td>
<td>American Society of Health System Pharmacists (ASHSP)</td>
<td>Spring 2006</td>
<td>Midterm report due 2010</td>
<td>Reaccredited</td>
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<td>College of Technology</td>
<td>Respiratory Care</td>
<td>AAS</td>
<td>Committee for Accreditation of Respiratory Care (CAARC)</td>
<td>Jan 2005</td>
<td>2011</td>
<td>Reaccredited</td>
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<td>College of Technology</td>
<td>Surgical Technology</td>
<td>AAS</td>
<td>Commission on Accreditation of Allied Health Education Programs (CAAHEP)</td>
<td>2007-2008</td>
<td>2010</td>
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</tr>
<tr>
<td>College of Education and Human Sciences</td>
<td>Athletic Training</td>
<td>BS</td>
<td>Commission on Accreditation of Allied Health Education (CAATE)</td>
<td>2008-2009</td>
<td>2012-2013</td>
<td>Reaccredited</td>
</tr>
<tr>
<td>College of Education and Human Sciences</td>
<td>Counselor Education</td>
<td>MA, Mental Health Counseling</td>
<td>Council for Accreditation of Counseling and Related Educational Programs (CACREP)</td>
<td>2005</td>
<td>Oct. 2013</td>
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</tr>
<tr>
<td>College of Education and Human Sciences</td>
<td>Counselor Education</td>
<td>MA, School Counseling</td>
<td>Council for Accreditation of Counseling and Related Educational Programs (CACREP)</td>
<td>2005</td>
<td>Oct. 2013</td>
<td>Reaccredited</td>
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<tr>
<td>College of Education and Human Sciences</td>
<td>Speech-Language Pathology</td>
<td>MS</td>
<td>American Speech Language Association (ASHA) Council on Academic Accreditation</td>
<td>2009</td>
<td>Candidacy status operative for 5 years</td>
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<td>College of Education and Human Sciences</td>
<td>Co-Teach Pre-Doctoral Institute for Educational Research and Service</td>
<td>n/a</td>
<td>National Association for the Education of Young Children (NAEYC)</td>
<td>2008</td>
<td>2013</td>
<td>Admitted to Candidacy</td>
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<td>College of Education and Human Sciences</td>
<td>Education</td>
<td>BA, MED, EdS.</td>
<td>National Council for Accreditation of Teacher Education (NCATE)</td>
<td>2005</td>
<td>2012</td>
<td>Reaccredited</td>
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<tr>
<td>College of Visual and Performing Arts</td>
<td>Art &amp; Media Arts</td>
<td>BA, BFA, MA, MFA</td>
<td>National Association of Schools of Art and Design (NASAD)</td>
<td>2008</td>
<td>Status report due March 2010</td>
<td>Continued membership</td>
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<td>College of Visual and Performing Arts</td>
<td>Theater &amp; Dance</td>
<td>BA, BFA, MA, MFA</td>
<td>National Association of Schools of Theater (NAST)</td>
<td>2007</td>
<td>2017</td>
<td>Reaccredited</td>
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<tr>
<td>College of Visual and Performing Arts</td>
<td>Music</td>
<td>BA, BM, BME, MME</td>
<td>National Association of Schools of Music (NASM)</td>
<td>9/20/2001</td>
<td>2010-2011</td>
<td>Accredited</td>
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<td>College of Forestry and Conservation</td>
<td>Forest Resources Management</td>
<td>BS</td>
<td>Society of American Foresters (SAF)</td>
<td>2009</td>
<td>2019</td>
<td>Reaccredited</td>
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<td>College of Forestry and Conservation</td>
<td>Recreation Management</td>
<td>BS</td>
<td>National Recreation and Park Association American Association for Leisure and Recreation (NRAAAPA)</td>
<td>Nov 2004</td>
<td>2010-2011</td>
<td>Reaccredited</td>
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<tr>
<td>School of Journalism</td>
<td>Journalism</td>
<td>BA</td>
<td>Accrediting Council on Education in Journalism and Mass Communications (ACJMC)</td>
<td>2006</td>
<td>2012</td>
<td>Reaccredited</td>
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<tr>
<td>School of Law</td>
<td>Law</td>
<td>JD</td>
<td>American Bar Association (ABA) American Association of Law Schools (AALS)</td>
<td>2002, Interim report 2013</td>
<td>2009-2016, site visit scheduled April 2014</td>
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<tr>
<td>College of Health Professions and Biomedical Sciences</td>
<td>Pharmacy</td>
<td>PharmD</td>
<td>American Council of Pharmacy Education (ACPE)</td>
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<td>2012</td>
<td>Reaccredited</td>
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<td>College of Health Professions and Biomedical Sciences</td>
<td>Physical Therapy</td>
<td>DPT</td>
<td>Commission on Accreditation in Physical Therapy Education (CAPTE)</td>
<td>2008</td>
<td>2012</td>
<td>Reaccredited</td>
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<tr>
<td>College of Health Professions and Biomedical Sciences</td>
<td>Public Health</td>
<td>MPH</td>
<td>Council on Education for Public Health (CEPH)</td>
<td>2009</td>
<td>Self-study due June 20, 2011</td>
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<tr>
<td>College of Health Professions and Biomedical Sciences</td>
<td>Social Work</td>
<td>BA</td>
<td>Council on Social Work Education (CSWE)</td>
<td>2009</td>
<td>2017</td>
<td>Reaccredited</td>
</tr>
<tr>
<td>College of Health Professions and Biomedical Sciences</td>
<td>Social Work</td>
<td>MSW</td>
<td>Council on Social Work Education (CSWE)</td>
<td>2009</td>
<td>2017</td>
<td>Reaccredited</td>
</tr>
</tbody>
</table>
PUBLIC SERVICE REFLECTS MISSION, VALUES, AND ASPIRATIONS

Students, faculty, and staff at The University of Montana are actively engaged in public service and are strongly encouraged to be so. UM takes its service mission very seriously, as illustrated here and throughout this self-study. The policies and procedures for each unit include a section on service expectations, as does the UFA Collective Bargaining Agreement, and faculty members are rewarded for effective and high quality service. A significant portion of faculty research is also tied to public service, and an annual service award (the John Ruffato Memorial Award) is presented to one faculty member who applies his or her research to community improvement in recognition of the importance the institution places on such activity. Other service awards for University community members are given on a regular basis.

The campus is host to the Montana Campus Compact (MTCC), part of a national coalition of college and university presidents committed to fostering in students the values and skills of citizenship through active involvement in collegiate-based public and community service. President Dennison heads the state's Campus Compact Board and is a Chair of the State Commission for Community Service, member of both the national Campus Compact Board and the National Steering Committee for the America Reads/America Counts Challenges, and is actively involved in service-learning initiatives. Faculty members have been challenged to set the example for developing community partnerships.

The Office for Civic Engagement (OCE) is housed on campus in the Davidson Honors College. OCE distributes faculty development funds annually from the President's office to support service learning partnerships, developed, for instance, in collaboration with the flagship programs which operate at several Missoula County Public Schools. OCE also coordinates and serves as broker for an extensive range of community and public service activities for UM students, who avail themselves of this resource in very high numbers.

Student Volunteers Help Paint the “M” on Mount Sentinel
Departmental public service initiatives are discussed in more detail in the next chapter on Standard 2: Educational Programs and Their Effectiveness, and faculty involvement with public service is noted in Standard 4: Faculty. For reference, The University of Montana's major public service centers are:

- The O’Connor Center for the Rocky Mountain West
- The Maureen and Mike Mansfield Center
- The Institute for Medicine and the Humanities
- The International Heart Institute of Montana
- The Montana World Trade Center
- The Bureau of Business and Economic Research
- Montana Business Connections: The Entrepreneurship Center
- KUFM Public Radio and Public Television
- The Broadcast Media Center
- The Bolle Center for People and Forests
- The Montana University Affiliated Rural Institute on Disabilities
- The Montana Campus Compact
- The Division of Educational Research and Service
- The Montana Cooperative Wildlife Research Unit
- The Center for Natural Resources and Environmental Policy
- The Institute for Tourism and Recreation Research
- The Montana Forest and Conservation Experiment Station
- The Wilderness Institute
- Flathead Lake Biological Station
- The Center for Leadership Development
- The Center for Ethics

**COMMUNICATION OF RESULTS**

To provide campus and public stakeholders maximum access to institutional assessment information, the University has provided online access to the Institutional Assessment Plan, the annual assessment report, and, on an ongoing basis, the most recent assessment analyses. This information is accessible from a variety of UM websites, including the UM home page. Online access to assessment processes is integrated with access to UM’s strategic planning and budgeting processes through the University’s strategic planning website.

The University of Montana’s progress toward accomplishing its mission and aspirations is documented and made available to the public through a number of different means. These include communication with the internal campus community, the Office of the Commissioner for Higher Education, the Board of Regents, the state Legislature, other state officials, donors, friends, and other external organizations and constituencies as noted above.
Internal Communication

Progress is documented and made available in a yearly report by the President to the Office of the Commissioner of Higher Education (Exhibit RD 1-02).

In addition, the President notes his goals and objectives for the forthcoming academic year in his yearly State of the University Address to the campus community. These addresses from the past several years are also posted on the President’s website (Exhibit RD 1-02). This address is broadcast on the public television channel and is accessible online.

Technology has enabled the timely communication of information across campus. Faculty and staff at UM disseminate information in a wide variety of print and electronic formats. Websites also include a vast array of information that is accessible both to the campus community and the interested public.

External Communication

The University’s progress toward meeting its mission is also reported publicly in externally mandated documents. These include reports made to the Board of Regents, Northwest Commission on Colleges and Universities (NWCCU), NCAA, and IPEDS, among others. The UM President and the President and CEO of the UM Foundation also announce University accomplishments in an annual report to donors\textsuperscript{xiv}. A regularly published and distributed "Main Hall to Main Street" newsletter, addressed to local, off-campus constituents and friends, communicates campus news to the Missoula community.

UM enjoys exceptionally positive “town and gown” relationships. Annual fundraising efforts with local businesses have met with overwhelming success, as evidenced by the $131 million raised during the most recent capital campaign. Faculty and staff are very active in the community and serve on a number of non-profit boards and committees. As testament to UM’s dedication to service learning, UM students are welcomed into local organizations and businesses to carry out classroom assignments and serve internships, and are often hired as employees. Numerous faculty members and students also contribute their time and talents in service to a variety of community and non-profit organizations.

Future Challenges

By necessity, the University is more and more dependent on tuition revenue to fund even inflationary increases in the cost of provision of its core mission. Like many states, Montana has struggled to sustain appropriation levels for higher education in the face of rapidly growing demands in other sectors of its budget. At the same time, low average family income levels among Montanans, combined with a limited availability of need-based financial aid (lowest in the WICHE states), make tuition affordability a particularly acute issue. Combined, these factors result in a low level of general funds resources. In fact, the Delta Project, a recent higher education cost study funded by the Lumina Foundation, showed Montana to be last in the nation in funding per student at the
doctoral research campuses. Clearly, doing more with less is a fact of life for The University of Montana.

Concurrently, demographic patterns in the state have resulted in a decline in the number of high school graduates, projected to continue for the next decade. Efforts to increase the college-going continuation rate among these graduates are bearing early fruit, so that, despite the lower number of high school graduates, the University continues to increase resident enrollment, and has set enrollment records for the past two years.

This continued increase in resident enrollment is also due in large part to the University’s efforts to respond to another challenge: extremely low levels of adult participation in higher education. The University of Montana has reallocated resources to achieve remarkable growth over the past three years in both the number of online course offerings and in online enrollment. Other outreach efforts in the Bitterroot Valley and in many other underserved rural locations in Montana are beginning to show progress even while facing significant access issues in this low income, sparsely populated state.

The Partnering for Student Success plan, adopted just over a year ago to improve the retention and graduation rates among University students, has also shown evidence of early success, with retention improving in all student categories. This set of projects is illustrative of a common theme at The University of Montana. Despite the lack of significant new resources to address the problems associated with student retention, faculty and staff members have worked collaboratively in cross-functional teams to identify factors leading to student success and to design and implement needed improvements. However, another major strategic enrollment initiative, targeted nonresident recruitment, appears to have stalled in fall 2009 in the wake of the struggling national economy, after several years of modest but steady improvement. Staff members in OPBA and Enrollment Services are currently assessing the outcomes of the strategy and its return on investment.

The biggest challenge facing the University over the next few years will be the lack of sufficient state budget resources. Regardless of the concern or commitment of the Legislature, the Governor, or the Board of Regents, the probable reality is that Montana, like most states, will take time to recover economically from the resulting decline in state revenue streams. This means that in order to avoid surrendering to the downward spiral of retrenchment, the University must shepherd and invest its scarce resources prudently, utilizing thoughtful and collaborative strategic planning combined with ongoing assessment to ensure optimal allocation and deployment of budgets to address its mission and Strategic Goals.
WEBSITES REFERENCED


ii President’s annual statement of goals and objectives to OCHE:
   http://www.umt.edu/president/goals/default.aspx

iii President’s State of the University Address: http://www.umt.edu/president/speeches/default.aspx

iv Executive Planning Council: http://www.umt.edu/committees/execplanning.aspx

v Strategic and Budget Planning Committee: http://www.umt.edu/committees/strategicbudget.aspx

vi Faculty Senate: http://www.umt.edu/facultysenate/

vii Executive Committee of the Senate:
   http://www.umt.edu/facultysenate/committees/ecos/default.aspx

viii Academic Standards and Curriculum Review Committee:
   http://www.umt.edu/facultysenate/committees/ASCRC/default.aspx

ix Graduate Council: http://www.umt.edu/facultysenate/committees/grad_council/default.aspx

x Enrollment Management Council: http://www.umt.edu/committees/enrollmang.aspx

xi UM Committees: http://www.umt.edu/committees/

xii Partnering for Student Success Plan: http://www.umt.edu/partnering/default.aspx

xiii Strategic Planning: http://www.umt.edu/strategicplanning/

STANDARD TWO: EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

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Off Campus Education

Graduate Records and Academic Credit

Policies

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Opportunities

CONTINUING EDUCATION AND SPECIAL LEARNING ACTIVITIES

Off Campus and Continuing Education Compatible with Mission

Institution Solely Responsible for All Programs

Faculty Involved in Planning and Evaluation of Continuing Education

Administration of Continuing Education Clearly Defined

Adequate Access when Electronic Learning Provided

Fee Structure and Granting of Credit for Continuing Education

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STANDARD TWO: EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

INTRODUCTION

The University of Montana opened formally on September 11, 1895, with five faculty members and fifty students. The legislation establishing The University of Montana provided for both a college of “literature, science and the arts” and “such practical and technical colleges as may, from time to time, be added thereto or connected therewith.” This mandate has been followed, as The University of Montana continues its mission as a liberal arts University, encompasses several professional schools, and provides occupational, academic, and developmental education opportunities through the College of Technology.

The University of Montana is a comprehensive institution with a broad and well-defined mission and range of programs designed to meet the needs of students from the state of Montana, the United States, and the world. It is composed of 10 large units—the College of Arts and Sciences, the School of Business Administration, the College of Education and Human Sciences, the College of Visual and Performing Arts, the College of Forestry and Conservation, the College of Health Professions and Biomedical Sciences, the School of Journalism, the School of Law, the College of Technology, and the Graduate School— as well as the Davidson Honors College, the Maureen and Mike Mansfield Library, and Continuing Education. Most of these units are located on the Mountain campus, while the College of Technology (COT) is situated on two campuses: the COT main (East) campus approximately 1.5 miles from the Mountain campus and the COT West campus, where the Industrial Technology programs are located.

As indicated by the Program Inventory, the University’s colleges and schools offer a wide array of coursework and programs, from certificates of applied science and associate level degrees in the College of Technology, to baccalaureate and professional programs in the colleges and schools, to graduate programs (certificates, master’s and doctoral degrees) in many of the departments. At the two-year level, students can obtain an associate of arts, associate of applied science degrees and/or certificates in more than 30 programs in five departments, ranging from general education core courses, and including Accounting Technology, Culinary Arts, Nursing, and Welding Technology. At the four-year undergraduate level, students may focus their studies in programs (certificates, minors, options, majors) offered in 38 departments or in one of the interdisciplinary programs, such as Women’s and Gender Studies or International Development Studies. The Graduate School coordinates master’s degree programs in 55 areas, with additional options within those areas, and more than 20 doctoral programs (Exhibit OSM 2A-01).

Two efforts at The University of Montana, a plan for improving student retention and graduation rates and a plan for expanding and organizing assessment across the University, will be referenced throughout the discussion of Standard 2: the Educational Program and its Effectiveness. Given the importance of these efforts, elements 2.A: General Requirements, 2.B: Educational Program Planning and Assessment, and 2.C: The Undergraduate Program, are organized with an eye to how the student retention plan and assessment activities are incorporated in changes to the curriculum and advances in
Partnering for Student Success

The first plan aimed at increasing student retention and graduation rates has been the focus of much campus discussion and effort since 2005. The University of Montana seeks to improve students’ success by addressing their preparedness for college-level work, enhancing their transition to college, providing an integrated early curriculum, and increasing student engagement, support, and faculty and staff development. At a Retention Summit in fall 2005, introductory remarks outlined some of the issues:

**Introductory Remarks Presented at Retention Summit, October 2005:**

Student retention in colleges and universities is a concern across the nation as students’ progression and patterns of attendance seem to be undergoing many changes. It is less likely today that a student will enter, complete 15 credit hours per semester, and graduate in precisely four years. There are many factors that influence student retention, including financial issues, students’ academic preparedness, students’ motivation, the proportion of part-time and nontraditional students, and student-faculty engagement. We will discuss each of these factors today, and we hope that attendees will come up with creative approaches for ameliorating the negative effects of these factors.

The goal of any retention effort is to insure that once a student makes a financial, personal and temporal commitment to attend, an institution will provide resources to ensure that the student continues to enroll. A favorable retention rate speaks to institutional viability and allows the institution to plan and maintain an atmosphere that encourages student persistence.

Where are we today? Over the past several years, the retention rate for first-time, full-time students from fall to fall has averaged approximately 70% (2000-01 = 69.7%, 01-02 = 69.4%, 02-03 = 71.3%, 03-04 = 69.5%). This is about average for institutions of our type and size (moderately selective). Depending on which peer group we compare ourselves to, (research intensive; medium size/moderately selective; matched-for-demographics) the comparison moves around a bit, but overall we fall near the middle. We would, however, like to improve our retention rate for the reasons given above (planning, helping students complete their education, providing educational benefits to the State of Montana). In addition, in the past year or two, the Office of Institutional Research has looked more deeply into the retention statistics and finds that students are not progressing as rapidly as we would like, and that more students are dropping out as they reach upper division status. In the main, this pattern seems to reflect financial exigencies. In any event, we hope to devise ways to improve our retention rate through targeted programs.

Data are available should you have questions about specifics, but many of you have seen these before. Today we will concentrate on the reasons that students tend to drop out or progress more slowly. We have identified these patterns from research on retention and from the patterns in the data from UM.
In response to these concerns discussed at the Retention Summit, Student Affairs and Academic Affairs leadership formed a Retention Task Force (RTF) to explore ways to improve student engagement, retention, and success at The University of Montana. In the first year, members of the RTF collected data to identify impediments to students’ progress. In December 2006, a retention consultant was brought to campus to facilitate work on an institutional plan developing key strategies and activities to improve retention and graduation rates. Some strategies are discussed in Standard 3: Students, but others directed at academic support and programming are discussed later in this section of the self-report.

Annual Assessment Report

The second effort, an Annual Assessment Report, grew from recommendations made at the last full accreditation visit to The University of Montana in 2000 and recommendations and commendations stemming from the interim accreditation visit in 2005.

Since then, the University has increased efforts and realized progress toward its assessment goals at the institutional level, at the program/department level and for the General Education curriculum. Assessment efforts will be described throughout this section of the self-study. As it addresses the Educational Program at The University of Montana, it will examine improvements made through self-study and evaluation, as well as present information about the challenges in meeting goals and objectives. The narrative is organized by the overarching levels (for example, 2.A, 2.B). When information relevant to another standard is included, a citation is included in the margin.

GENERAL REQUIREMENTS AND UNDERGRADUATE PROGRAM

Standard 2.A: General Requirements
Standard 2.B: Educational Program Planning and Assessment
Standard 2.C: Undergraduate Program

ACADEMIC MISSION AND EDUCATIONAL PROGRAM

The University of Montana has identified six Core Values that inform its academic mission and educational programs. These include:

1. Learning experiences of high quality designed to allow students to realize their full potential with student success as the primary objective;
2. Basic and applied research that contributes to knowledge and meets the needs of the State, region, nation, and world;
3. Diversity and community among students, faculty, and staff;
4. Affordable access to higher education for Montanans;
5. Effective and efficient use of resources, providing full accountability for all funds; and
6. Service to the citizens, communities, regions, business, industry, State, and world.
Therefore, within its instructional mission, The University of Montana intends to provide extraordinary faculty-student interactions and opportunities for students to develop an appreciation of the arts, humanities, and sciences while learning the techniques and skills essential to an increasingly complex, challenging, and technological society; significant enrichment opportunities through scholarly activity, leadership, and extracurricular involvement; educational experiences that nurture the capability to think critically, to communicate effectively, and to understand the world; and program offerings that distinctively reflect human, natural, and social/cultural issues. These aspirations are captured in the Mission Statements for The University of Montana:

The University of Montana-Missoula pursues academic excellence as indicated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, 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 the world.

(Proposed) The University of Montana-Missoula College of Technology: Our mission, as the two-year college of The University of Montana, is to provide open access to higher education that expands opportunities for Montana residents. We are a gateway to comprehensive education, delivering high quality, student-centered, professional technical, transfer, and workforce programs and courses.

Structure of the Undergraduate Program

The academic undergraduate program at The University of Montana is structured, as encouraged by the Northwest Commission on Colleges and Universities, as a tripartite curriculum, including:

1. General Education Coursework: Students are required to master a set of competencies and develop foundational knowledge and awareness of the methods and perspectives of a range of disciplines;

2. Major: Students select a major area of study, in which they are expected to attain a specific knowledge base and tools of inquiry; and

3. Enrichment: Students choose electives and activities such as Independent Research or Internships that provide the opportunity for pursuit of a variety of intellectual interests.

Students on the Mountain campus are engaged in studies leading to baccalaureate degrees, while those on the COT campus pursue transfer programs, including associate of arts degrees, associate of applied science degrees, or certificates.
The three areas (General Education, Majors, Electives) will be described in more detail following discussion of elements of Standard 2.A.

**Academic Administration**

The academic administrative structure at The University of Montana reflects the institutional commitment to the centrality of the academic functions and the importance of collaboration within the academic community. The Provost and Vice President for Academic Affairs is the Chief Academic Officer and represents Academic Affairs among the executive officers.

The Office of Academic Affairs is headed by the Provost and includes the Associate Provost for Undergraduate Education and Policy, Associate Provost for Graduate Education, Associate Provost for International Education, Director of Academic Budget and Personnel, and support staff. The Provost also oversees the academic officers, who meet weekly, and include the Associate Provosts, the deans of the College of Arts and Sciences, School of Business Administration, Continuing Education, College of Education and Human Sciences, College of Forestry and Conservation, College of Health Professions and Biomedical Sciences, Davidson Honors College, School of Journalism, School of Law, Maureen and Mike Mansfield Library, College of Technology, and College of Visual and Performing Arts, and the Registrar.

**Resources**

High quality education has long been a top priority at The University of Montana. Across departments and schools, faculty have been encouraged in, and rewarded for, teaching lower division coursework, teaching in the General Education curriculum, contributing to courses offered at the Davidson Honors College, and providing advising and mentoring of undergraduate students. Faculty involvement is strong, even though the number of students at The University of Montana and the number of budgeted faculty have both grown in recent years. In 2005, enrollment was 13,602 (COT 1,276; undergraduate 10,451; graduate 1,785). In fall 2008 enrollment increased to 14,207 students (COT 1,641; undergraduate 10,780; graduate 1,786). The number of budgeted faculty increased from 617.26 FTE to 651.15 FTE in that same period. Therefore, the student-to-faculty ratio now averages 16:1 for the Mountain campus and 20:1 at the COT, decreasing the average class size for lower division courses from 35 to 32. Upper division class sizes have averaged 22 students during that span and graduate-level classes have averaged 13 to 14.

Academic trend data collected and published by the Office of Planning, Budgeting, and Analysis are compared to national norms generated from the National Study of Instructional Costs and Productivity (NSICP, commonly referred to as the “Delaware Study”), in order to determine whether instructional funds are being used wisely, as well as to identify areas in which “over performance” is an issue. With respect to student credit hours per faculty FTE, organized class sections per faculty FTE, and direct instructional expenditures per student FTE, University departments and programs consistently outperform national benchmarks for productivity. Departments and programs that exceed benchmarks by 10% or more in productivity are identified as well, to determine whether they are under-resourced.

2.A.1

2.C.7
The amount of General Funds provided to The University of Montana has increased from $82,474,305 in 2000 to $134,962,549 in 2009. The distribution of funds across programs for 2009 is 50% for Instruction and 12% for Academic Support.

Since the Commission’s interim visit in 2005, The University of Montana has added new programs, modified coursework, and refocused its General Education requirements in response to growth and development of content knowledge, the results of institutional and program-level assessments, and a commitment to maintaining academic excellence.

Across the University within the past five years, a number of structural changes were instituted as part of strategic planning in those units:

- The **College of Health Professions and Biomedical Sciences** replaced the School of Pharmacy and Allied Health Sciences, with additional changes to the names of the sub-units (from Departments of Biomedical and Pharmaceutical Sciences, Pharmacy Practice, Social Work, and Physical Therapy to the Skaggs School of Pharmacy, School of Social Work, and School of Physical Therapy and Rehabilitation Science.

- The School of Fine Arts was renamed the **College of Visual and Performing Arts**; and the departments of Art, Drama/Dance, Media Arts, and Music were also renamed to Schools in response to the enrollment growth in these areas and to better represent their organization.

- The School of Education was renamed the **College of Education and Human Sciences** to better reflect its mission and activities, and divisions within the college were renamed as well, from the Division of Educational Research and Services to the Institute for Educational Research and Services; and from Western Montana RiteCare Language and Literacy Clinic to The University of Montana RiteCare Speech, Language and Hearing Clinic.

Similarly, five new Centers were established:

- **Paleontology Center and Field Station**
- **Center for Biomolecular Structure and Dynamics**
- **Montana Safe Schools Center**
- **Osher Lifelong Learning Institute of The University of Montana**
- **Montana Center for Work Physiology and Exercise Metabolism**

In addition, programs or departments were created and/or renamed:

- Women’s Studies program (in Liberal Studies Department) renamed **Women’s and Gender Studies program**
- Department of Chemistry (in College of Arts and Sciences) renamed **Department of Chemistry and Biochemistry**
- Department of Geology (in College of Arts and Sciences) renamed **Department of Geosciences**
• Department of Computing and Electronics (in the College of Technology) renamed Department of Applied Computing and Electronics

• Department of Information Systems and Technology (in the School of Business Administration) renamed Department of Management Information Systems

• Department of Educational Leadership and Counseling (in the College of Education and Human Sciences) divided into the Department of Educational Leadership; and the Department of Counselor Education

• New Department of Communicative Sciences and Disorders created (in the College of Education and Human Sciences)

In each case, proposals were submitted first to department faculty, if applicable, then to relevant dean(s), faculty governance bodies, the Provost, the President, and the Board of Regents. The proposals specified the reasons for the creation of the new entity or name change.

At the undergraduate and graduate levels, curricular changes were approved and implemented. As part of the ongoing curriculum revision process, each year the relevant bodies (described below) act on as many as 500 proposals for new courses, modifications to courses, elimination of courses that have not been offered in the past three years, as well as proposals to add or terminate majors, minors, options and certificates, change the names of departments, degrees, majors, minors, options and certificates, and other curriculum issues. An annual report for the number of proposals submitted and approved is available on the Faculty Senate Approved Curriculum website. Finally, changes in General Education course requirements and the structure of Writing, Mathematics, and Information Literacy were instituted. Following a description of the process by which curriculum changes are approved, examples will be given to illustrate how assessment and evaluation have guided changes in the undergraduate curriculum, academic support services, and graduate programs. Exhibit RD 2A-03 includes a list of programs that were added or terminated since Academic Year 2005.

MECHANISMS FOR DEVELOPMENT, APPROVAL, AND EVALUATION OF THE CURRICULUM

The responsibility for curricular change, from initiative to decision making, to implementation, is assigned to faculty. Article I, Section 2 of the Articles of Faculty Organization specifies that:

The faculty possess those prerogatives concerning the prescription of the curriculum, the granting of degrees and other related matters which it exercises subject to the reserved powers of the Board of Regents of Higher Education and the President. The faculty holds the further prerogative of thorough and timely before-the-fact consultation with the administration in the development of policy, the administration of the University, and the selection of academic administrators. It is the purpose of these articles to provide the means by which the faculty may exercise its prerogatives and further the welfare of The University of Montana—Missoula in consultation and cooperation with the President.
Faculty members propose modifications, new programs, and new instructional formats. These proposals are approved by department curriculum committees and then are forwarded to the relevant chairs, to the relevant deans, to the Dean of Libraries, and to the Provost’s Office for preliminary approval and/or comment. The chairs of the affected departments are asked to attest that faculty members in their units have reviewed the proposal and do not anticipate areas of overlap or other concerns. Similarly, the relevant deans evaluate the proposal with respect to resources, duplication, and other unit-specific concerns. The Dean of Libraries evaluates proposals to appraise the impact of all new program proposals and new Center proposals on library resources and services. The Faculty Library Committee submitted a Resolution to the Faculty Senate in spring of 2006 to ensure this level of review.

Once departments, deans, and the Provost’s signatures are obtained, proposals are submitted to one of several faculty bodies: the Academic Standards and Curriculum Review Committee (ASCRC) for undergraduate proposals, the Writing Committee (a subcommittee of the ASCRC) for proposed courses that satisfy writing requirements, the General Education Committee, the Graduate Council for graduate proposals, or the Executive Committee of the Faculty Senate (ECOS) for policy or organizational change proposals. ASCRC, ECOS, and Graduate Council meet weekly to review and discuss curricular items; the Writing Committee, General Education Committee, and Faculty Senate meet monthly. Once a proposal is approved by the appropriate committees, it is considered by ECOS as an agenda item, and a week later submitted as a seconded motion to the Faculty Senate for final campus approval. Each committee contains faculty and student representatives. Administrators meet with the committees as ex officio members, per the Bylaws of the Faculty Senate.

Two new programs that were approved recently and one that is in the planning stages merit further discussion, because they were in response to requests from the community beyond The University of Montana are as follows:

- **Communicative Sciences and Disorders:** In 1989, in response to state-wide budget cuts, The University of Montana’s Communication Sciences and Disorders program was eliminated. Since that termination, without the infusion of new professionally prepared speech and language pathology graduates, the dearth of qualified professionals in Montana became a critical issue for schools and clinics throughout the state. In response to requests from the public schools, the Montana Speech-Language-Hearing Association (MSHA), and parents, the College of Education and Human Sciences invited Dr. James Blair from Utah State University to serve as a consultant to investigate the possibility of offering a doctorate in Audiology (Au.D.), a Master’s in Speech-Language Pathology (SLP) that would include pre-requisite courses without an SLP undergraduate degree, and a combination of both a Master’s degree in SLP and an Au.D.. His report indicated that both a baccalaureate-level and master’s-level SLP degree were feasible. In response, faculty in the College of Education and Human Sciences proposed a baccalaureate degree program in Communicative Sciences and Disorders and a Master’s of Science in Speech-Language Pathology, which were approved by the Board of Regents in 2006. In addition, the Montana State Legislature allocated one-time-only funding in 2007 to provide resources for new faculty and equipment, with the understanding that tuition revenue would support the program in the long term. Since the establishment of the department, more
than 100 individual students have enrolled in the undergraduate level classes. Communicative Sciences and Disorders faculty have submitted an Application for Candidacy to the Council on Academic Accreditation (CAA) through the American Speech-Language-Hearing Association (ASHA). The site visit took place on June 8-9, 2009.

- **Climate Change Studies**: A new minor in Climate Studies was approved by the faculty and the Board of Regents in 2009, in response to needs expressed in many different venues. Reflecting a global trend, students across the nation are increasingly expressing interest in and concern about global climate change. At the state level, a Climate Change Advisory Council was formed to identify a number of strategies for meeting the challenge of climate change. Its report (CCAC, 2007) listed 54 recommendations including consumer education, marketing, technical and practical outreach and education to farms and businesses, performance monitoring, expanded agricultural extension related to climate change, and urban and transportation planning. In addition, the American Colleges and University Presidents Climate Commitment, signed by the President in spring 2007, called for “Students with the knowledge and skills needed to address the critical, systemic challenges faced by global climate change will benefit from the economic opportunities that will arise as a result of solutions they develop” (ACUPCC, 2007). On campus, participation in Focus the Nation in January 2008, which focused on global warming solutions, involved over 1,600 students and 35 faculty members from departments, including Modern and Classical Languages, Chemistry and Biochemistry, Geography, English, Business Technology, Applied Computing and Electronics, Wildlife Biology and more. A student group, UM Climate Action Now (UM CAN) was formed in spring 2008. In response to these developments, 29 faculty members from 18 departments volunteered to take part in the creation of a new minor focused on Climate Change. The approved minor brings together a comprehensive interdisciplinary focus at the undergraduate level on addressing climate change and includes a broad spectrum of courses and opportunities for undergraduate research. On the national level, the only similar interdisciplinary degrees include an undergraduate Global Change Minor at the University of Michigan and graduate degrees at Columbia University and the University of Maine.

- **Arabic Language Studies**: A proposal under development owes its existence to requests from students at The University of Montana. Undergraduates taking Arabic language courses approached the Provost and the Associate Provost for International Studies during the academic year, asking that the number of Arabic courses be expanded and that a certificate or minor be established for students interested in pursuing proficiency in Arabic. In order to meet this request, the University terminated its membership in a distance-learning program that offers two years of instruction in Modern Standard Arabic, and is now offering the introductory courses on campus. The membership fee will be used instead to support development of an Arabic program on campus.
TANGENTS TO THE OVAL...

UM LAUNCHES NEW CLIMATE CHANGE STUDIES MINOR

In fall 2009, with unprecedented campus-wide collaboration, The University of Montana developed one of the nation’s first formal academic programs in climate change. The Climate Change Studies minor integrates studies of science, society, and solutions to provide students with an interdisciplinary understanding of climate change and the practical skills to make change.

UM’s Climate Change Studies minor draws students from across campus. Since launching fall 2009, students from 13 different majors have registered for the minor, including geography, environmental studies, journalism, business administration, ecology, applied sciences, philosophy, and wildlife biology.

The Climate Change Studies program was developed by a task force of twenty-nine faculty from eighteen departments and is directed by Dr. Steven Running, UM Regents Professor of Ecology and a lead author on the Nobel Prize winning Intergovernmental Panel on Climate Change. For more information, visit: www.cfc.umt.edu/CCS/.

UM Students Studying Climate Change in Glacier National Park

Photo by Dave Morris
Proposals endorsed by the Faculty Senate are forwarded to the BOR for final approval, depending on the scope and level of the proposal. For example, new courses need only campus approval\textsuperscript{xix}. New degrees, majors, options, and minors require BOR approval\textsuperscript{xxii}. New program proposals must include an overview of the proposed program; a needs assessment; a description of institutional and system fit, including its relation to other programs at the University and in the Montana University System; details about the program, including curriculum, implementation plans, and estimated student enrollment; resources, including faculty needs and other institutional needs with information about how these resources will be obtained; an assessment plan; and the development and approval process that was followed. Once a proposal is approved by the BOR, it is implemented immediately. BOR policy requires that appropriate arrangements be made for enrolled students to complete programs in a timely manner with little to no disruption when such programs are eliminated.

Policies, regulations, and procedures for additions and deletions of courses or programs are systematically and periodically reviewed. Board of Regents (BOR) policies provide for the identification of programs that are under-enrolled and also specify procedures for informing students and providing for their completion should a program be terminated. On campus, the bodies that review proposals for courses and programs examine processes as well. For example, in 2008 the ASCRC revised the procedures for adding new courses, created guidelines for approving certificates, approved a new service learning course designation, and established “principles of quality” for evaluating online courses.

Student competencies expected for degrees and certificates in fields of study are delineated and form the basis for program development. The \textit{Department/Program Assessment Reports}\textsuperscript{xxiii} provide evidence of learning outcomes and assessment for academic programs (Exhibit RD 2A-01). The institution’s curriculum (program and courses) is planned for both optimal learning and accessible scheduling. Prerequisite and co-requisite courses dictate a student’s path through a program of study, and these are used to encourage students to proceed through the curriculum in ways that enhance their learning. General education courses are offered every semester. The catalog includes in each course description how frequently the course is normally taught. Courses that have not been taught for three years must be removed from the catalog unless the home department plans to offer it within the next year. Experimental courses taught more than twice must be reviewed for a permanent number in the catalog.

The Office of the Registrar provides a guiding document to all departments that identifies standard instructional times for programs, in order to build a schedule that makes optimum use of classroom space.

All degree programs meet credit hour limits\textsuperscript{xxiv} established by the Board of Regents. No credit is given for prior experiential learning. Some leeway in the required number of credit hours is given for “extended majors,” for which accreditation standards may necessitate additional credits, for example, the degree in Elementary Education and licensure requirements (128 credit hours). The University of Montana uses a recognized semester credit hour system for determining the length of academic programs. The Course Catalog specifies that credit is defined in terms of semester hours. In general, one semester hour credit is allowed for one hour of lecture each week of the semester, or an

2.A.12
2.A.11
2.A.9
2.A.3
2.A.10
2.A.4
Policy 2.3
2.A.6
average of two hours of laboratory each week of the semester, or (at the College of Technology) an average of three hours of clinical experience each week.

During Summer Session and Wintersession, when courses are held in an abbreviated timeframe, class schedules are modified to meet requirements. For example, in the Summer Session some courses meet for five weeks, some for 10 weeks, but courses are held four or five days a week for longer periods in order to meet credit requirements. Courses with special needs, such as Fieldwork courses, are also scheduled during these sessions. For example:

UM Field Geology – GEOS 429: Based at The University of Montana-Western in Dillon, students travel to surrounding regions to complete exercises in geologic mapping and field interpretation. The study area in southwestern Montana is geologically spectacular and tectonically active. The region contains a wide variety of geological structures that include thin-skinned thrust faults and related folds, basement-involved reverse faults, and various extensional structures. Student activities are focused on recognizing and documenting geological structures through detailed mapping, interpreting geologic history based on field relations, and gaining experience in the use of digital field mapping techniques. (GEOS 429, sec. 80, May 18-June 15, 6 cr.)

The student learning goals for courses taught during Summer Session or Wintersession are the same as those for courses taught during fall or spring. Credits earned during Wintersession count toward full-time spring semester status. For example, students registered for three credits during Wintersession and nine credits during the spring semester are considered full-time students. Students registered for 12 or more credits during the spring semester do not pay additional tuition for courses scheduled during Wintersession.

Academic Program Reviews occur on a regular cycle and are accomplished through either specialized accreditation reviews by professional accrediting bodies and/or institutional program review mandated by the University and the Board of Regents.

Degree Designators

Degree designators are consistent with program content. For example, an associate of applied science degree is awarded in Paralegal Studies at the College of Technology, and a degree of Juris Doctor (J.D.) at the School of Law. Learning outcomes for each are tailored to the demands of each program. As an illustration, in the legal specialty courses for Paralegal Studies in the College of Technology, practical assignments that develop paralegal job competencies are emphasized, and students are informed that particular assignments are focused on developing skills such as legal research speed and accuracy, case reading, case briefing, issue identification, and practical writing of legal memoranda and briefs. Students are required to enter a selection of these materials into a portfolio for assessment at the end of the Paralegal Studies program. At the School of Law, in a Law Writing course, students apply the knowledge and skills gained in earlier Legal Research and Legal Analysis courses. In small sections and peer groups, students work intensively on outlining, writing rough drafts, editing, and writing final drafts of memoranda and briefs. The course includes both research and writing components. It emphasizes organizational skills, effective problem analysis, research, and effective communication.
of legal arguments. Following extensive reading and class discussion, students draft an interoffice research memo which analyzes a legal problem objectively, identifying each party's claim and defenses and the strengths and weaknesses of each; a simple motion with a supporting brief and a proposed order; a summary judgment brief with supporting affidavits; and proposed findings of fact and critiques on each assignment. Both A.A.S. in Paralegal Studies and the J.D. in the School of Law are approved/accredited by the American Bar Association.

Tuition

Tuition for students is approved by the Board of Regents and varies by residency status (resident, nonresident), level (lower division, upper division, graduate), and campus (Mountain campus, College of Technology). Additional program-specific tuition increases have been established for many of the high-cost programs on campus (School of Law, School of Business Administration, College of Health Professions and Biomedical Sciences,). These increases have been reviewed and justified by the University before being presented to the Board of Regents for approval. For example, The University of Montana received permission to increase tuition to support technology-enriched curricula at the School of Business Administration in May of 2002. The cost of business programs is high because of the technology incorporated into the Gallagher Business Building and higher salaries paid to business faculty members due to market demand.

Transfer and Articulation Agreements

The University of Montana has a system of articulation agreements with college and universities in the state of Montana, as well as colleges and universities in the region and nation. For several years, transfer students were asked to complete a satisfaction survey to determine whether they faced difficulties in transferring coursework. Following a system-wide Transfer Audit by the Montana State Legislature in 2004, additional mechanisms were put into place by the Board of Regents. BOR Policy 301.5 and BOR Policy 301.5.1 establish a system of controls and decision-making throughout the Montana University System to ensure fair and equitable evaluation of transfer credits for students (Exhibit RE 2A-07).

Common Course Numbering

In 2007, the Board of Regents approved a new policy (BOR Policy 301.5.5) calling for equivalent course identification and numbering for undergraduate coursework. In response, the Montana University System set up a Transfer Initiative, in which faculty members from institutions across Montana met in Faculty Learning Outcomes Councils to identify courses that could be considered equivalent (or not) across the system (Exhibit RE 2A-07). The equivalent courses are primarily lower level, general education courses such as Introduction to Psychology or English Composition, and it is expected that these will make up only about 20% of the courses taught. The re-numbering system uses “disciplines” rather than departments to categorize the courses. By fall 2009 registration, equivalency matrices were created for 18 disciplines: Accounting, Chemistry, Computer Applications, Economics, Geology, Geography, Earth Systems, Geological Engineering, Geophysical Engineering, History, Literature (English), Languages, Mathematics,
Political Science, Psychology, Sociology, Statistics, and Writing (English). Courses in additional disciplines are expected to be re-numbered in Academic Year 2009-10, including Philosophy/Religion, Anatomy and Physiology, General Biology, Plant Biology, Genetics, Microbiology, Ecology, Wildlife Biology, Biochemistry, Computer Science, Information Systems, Information Technology, Music, Visual Arts, Digital Media Arts, Theatre/Dance, Early Childhood Education, Secondary and Elementary Education, Education Technology, and Special Education. Unique courses have also been identified within each discipline. Because of the variability in rubrics and numbering systems across campuses, an entirely new system is being used to designate common and unique courses.

**EVALUATION AND DEVELOPMENT OF GENERAL EDUCATION REQUIREMENTS**

The University’s General Education program for students on the Mountain campus provides a broad academic base that supports undergraduate learning at the University and provides a strong foundation for continued learning following graduation. Students at the COT are held to a different set of General Education Requirements by Board of Regents policy because of the nature of the 2-year and abbreviated programs available to them. BOR Policy 301.10 and BOR Policy 301.12 address Transfer Policies for General Education programs and Associate Degrees or Certificates of Applied Sciences. The specific requirements will be outlined following discussion of the changes in General Education Requirements that have been instituted since the last accreditation site visit. Students from the COT who continue at the Mountain campus to pursue a bachelor’s degree must meet upper division General Education requirements (Exhibit RD 2A-05).

For almost a decade, faculty at The University of Montana have been discussing and implementing changes in the structure of general education requirements on the Mountain campus, as they have debated the rationale and purpose underlying these requirements. A review of the process is given below, beginning with the formation of a Task Force on General Education in 2001.

From its inception, the Task Force on General Education examined how students actually met their General Education Requirements (the transcripts for a randomly selected group of students were analyzed), and whether the requirements met the goals and objectives for general education. The final report of the task force was submitted to the Faculty Senate in April 2004. The final report identified several concerns regarding the General Education Requirements:

- the courses that satisfy the requirements have proliferated;
- students can avoid specific areas (arts, literature, history, either the physical or the biological sciences);
- important issues such as globalization and the environment are not included in the perspectives; and
- only one composition course is required.

The task force report recommended adding a second composition course, revising the list of perspectives, providing guidelines for implementation, and establishing a standing Committee on General Education to oversee program quality. This new committee was created in fall of 2004 to review the work of the task force and recommend alternative...
blueprints for a revised General Education program for consideration by the Faculty Senate.

The Committee on General Education met regularly beginning in AY 2004-05. A Preamble was composed and approved by the Faculty Senate in April 2005. The General Education Requirements at The University of Montana in place to that point included Competency Requirements (English Writing Skills, Mathematical Literacy, Foreign Language/Symbolic Systems) and Distributional Requirements (27 credits in six perspectives, each with a set of student learning outcomes). The general framework for a new set of competencies and perspectives was approved by the Faculty Senate on October 11, 2007.

Although the General Education program offers students considerable flexibility in selecting courses, it has a set of common educational objectives for all students, as described in the Preamble:

In accordance with the Mission of The University of Montana—Missoula, these objectives are to develop competent and humane individuals who are informed, ethical, literate, and engaged citizens of local and global communities. Students should become acquainted with issues facing contemporary society, participate in the creative arts, develop an understanding of science and technology, cultivate an appreciation of the humanities, and examine the history of different American and global cultures. Upon completion of the general education requirements, students should be able to articulate ideas orally and in writing, understand and critically evaluate tangible and abstract concepts, and employ mathematical and other related skills appropriate to a technologically focused society. (Approved April 2005)

In summary, the present General Education program is designed to provide a high quality intellectual foundation that accommodates all UM students whether in liberal arts or professional programs. This foundation is reinforced, expanded and refined as students continue through their course of study. Students are encouraged to prepare for productive roles in their chosen fields by cultivating civic awareness vital to the greater community and a democratic society. The acquired skills will allow students to critically examine the human experience and gain confidence in their knowledge and abilities. For the General Education program to accomplish its goals, students must assume primary responsibility for their growth and education. The University of Montana has expanded and elevated the scale of efforts to assess students’ learning in specific programs and general education coursework during the past decade as well. Significant progress has been made in the kinds of measures used to assess those learning outcomes, and more importantly, in the use of assessment data to make changes in curriculum and programs across campus. Program-level assessment reports are posted on the Office of the Provost Department Records website (Exhibit RD 2A-02).

To ensure that all students consistently meet University General Education requirements, the completion of general education is certified by the Registrar rather than by departments and colleges. The Academic Appeals Committee, a subcommittee of the Academic Standards and Curriculum Committee, considers any petitions for substitutions or waivers regarding general education requirements. A summary of petitions considered by Graduation Appeals Committee is available.
The new General Education framework approved by the Faculty Senate in October 2007 for implementation in fall of 2009 retains much of the prior structure but combines the former Perspectives and Competencies into “groups.” The groups include the following:

- English Writing Skills,
- Mathematics,
- Modern and Classical Languages or Symbolic Systems,
- Expressive Arts,
- Literary and Artistic Studies,
- Historical and Cultural Studies,
- Social Sciences,
- Ethics and Human Values,
- American and European Perspectives,
- Indigenous and Global Perspectives, and
- Natural Sciences.

Revisions to the General Education structure, requirements, and learning outcomes continue, as outlined below.

In addition to establishing groupings for required perspectives and competencies, the approved framework specified that all General Education courses must be worth at least three credits, must be introductory and foundational, and have no more than one prerequisite (with justification, exceptions can be granted by ASCRC). The faculty members serving on the committee affirmed that General Education coursework should be designed to provide all students, not majors only, foundational knowledge and an introduction to the methods and perspectives of a discipline. The Faculty Senate endorsed this concept and set up the committee structure so that General Education coursework is reviewed on a continuous schedule, thereby ensuring that the framework and courses do not become static. The form for proposing General Education coursework specifies that the “course must make a connection between material covered in the classroom and ‘real-life’ topics and problems of interest to undergraduates; present a wide range of material, rather than focus in depth on a single topic or a small number of texts; help students learn how to use abstract conceptual knowledge or knowledge of the past to understand and address concrete issues and problems; make students aware that the coursework makes a difference to the people they will become and the lives they will lead after college.”

Faculty members are also asked to explain how the course’s objectives, model of instruction, assessments, and readings are designed to achieve the applicable learning outcomes.

During AY 2007-08, the General Education Committee drafted descriptions for each of the new General Education groups: a description of the group, the criteria for coursework in that group, and a set of Learning Outcomes for each group. These
descriptions were submitted to ASCRC for feedback and approval, and then approved by Faculty Senate on May 1, 2008.

During the ongoing discussions about General Education Requirement revisions, the University initiated a pilot project to assess students’ mastery of the learning outcomes already in place for the Perspectives, and to develop procedures for continuing assessment once the new General Education Requirements were adopted. In summer 2006, approximately 35 faculty representatives from each of the current perspectives participated in a retreat. Dr. Gary Brown from Washington State University led a discussion about assessment and designing and using rubrics. The Assessment Advisory Committee worked with faculty to devise mechanisms for assessing whether students were achieving the perspective-specific learning outcomes. Six faculty-level Perspective Committees (one for each perspective) were formed at the retreat. These Perspective Committees subsequently met in fall 2006 to review the learning outcomes and select one of them to be assessed in the spring or following fall semester. Letters were sent to instructors offering courses in each of the perspectives, requesting them to select an assignment (homework, exam, paper) already included in the course that could be used as a measure of students’ achievement of the selected learning goal (Exhibit RD 2A-05). These Perspective-level Committees also devised scoring rubrics for use by Perspective-level Assessment Committees. Emeritus faculty were contacted and invited to participate on the Perspective-level Assessment Committees. During the fall and spring semesters, participating instructors submitted all or a random sample of the student work to be assessed.

As an example of the outcome of this pilot project, the Ethics and Human Values General Education Perspective-level Assessment Committee comprising three emeritus faculty members (two from Philosophy and one from Education) reviewed 197 students’ answers to essay questions applicable to the following student learning outcome:

> Understand central ethical norms of society; understand the foundational moral reasoning and historical origins of these norms; are conversant with the treatment of moral issues according to these norms; and understand some of the limits of these norms and are familiar with some alternatives to them.

An answer earning a score of four (excellent) meant the student provided “accurate answers exhibiting analytical ability with a clear grasp of the issues and reasoning with appropriate and fresh examples.” This faculty committee determined that 40% of the students demonstrated excellent or good understanding, 33% fair understanding, and 27% poor understanding. The committee made three recommendations for improving the assessment process and the student performance:

- That professors be asked, in advance of the semester, to embed in their assignments, at some stage of the course, questions that directly speak to the assessment criteria;
- That some means be developed to distinguish failure to meet the assessment criteria for a course from failure that reflects the students’ initial preparation for college work and willingness to work hard; and
- That consideration be given to reducing the size of the classes, or, at least, to guaranteeing some work in small group settings: “analytical/critical work of this
sort requires, for many students, we believe, direct, individualized help and guidance.”

In response to these recommendations, the General Education Committee included instructions on the Course Approval form used for General Education coursework. Faculty who wish to teach courses that provide General Education credit must complete the Course Approval form and agree to the condition that embedded assessment be put into practice and provide an example of how they intend to obtain student work that addresses specific student learning outcomes. These criteria are addressed within the General Education form and an example of a completed form is included with Exhibit RD 2A-05. In fall 2008, faculty submitted course proposals for inclusion in the General Education coursework. The General Education Committee reviewed proposals against the criteria established for all General Education coursework and, within groups, the criteria established for that group. Going forward, the General Education committee will review proposals for courses to be included as General Education coursework each fall semester.

During the registration period for fall 2009, students began enrolling in the new General Education coursework, in light of the changes to General Education requirements and with a list of the courses approved to meet each Group. Progress has been made in the assessment of the new General Education learning outcomes for Groups I, II, IIIa, IIIb, and X. The Associate Provost for Undergraduate Education selected two additional Groups to assess in academic year 2009-10, with the plan to expand assessment to all the Groups now that they have been established in the General Education curriculum. Several of the Groups are discussed below to illustrate interactions with State- or BOR-mandated requirements and assessment progress. Others are listed with the criteria that are used to determine whether a course can be considered as satisfying the specific General Education requirements for that Group.

**English Writing Skills (Group I)**

The expectations for students’ writing have changed during the evaluation and modification of General Education requirements. Deliberations about writing and the assessment of student learning outcomes have also progressed during that time, as described in this section. Prior to AY 2009-10, the learning outcomes and assessment of students’ writing competency as measured by a Writing Proficiency Assessment addressed the following six learning outcomes:

- Communicate a unified message supported by evidence, examples or arguments;
- Develop ideas thoroughly and logically with clear connections among them;
- Have a purposeful organizational plan that befits the message;
- Respond to and use appropriately and effectively new or given information;
- Use language that is clear and precise;
- Possess a voice that is consistent and appropriate to the audience and purpose; and
- Use correct spelling, punctuation and grammar.

These expectations have been revised, and stronger emphasis has been placed on assessing students’ writing throughout their education. The current learning outcomes follow:
• Use writing to learn and synthesize new concepts;
• Produce focused writing that is developed, logical, and organized;
• Compose written documents that are appropriate for a given audience, purpose, and context;
• Revise written documents based on constructive feedback;
• Develop competence in information literacy, information technology and digital literacy;
• Use discipline-specific style and citation conventions;
• Demonstrate appropriate English language usage.

To ensure that all graduates meet these writing learning outcomes, prior to and including AY 2008-09, most students are required to take a four-part writing program consisting of an introductory English composition class, an approved writing course, a Writing Proficiency Assessment (WPA), and an upper division writing expectation as required by their major. These requirements are sequenced to scaffold emerging writing abilities and competencies; that is, each requirement builds upon an earlier requirement and is to be completed at a specific point during an undergraduate’s educational experience. The four-part writing program is designed to meet the Montana University System’s Learning Outcomes for English Composition (Exhibit RD 2A-05). In addition, students who need additional support and preparation when they arrive on campus enroll for WRIT 099 before they go on to the first credit-bearing composition course, WRIT 101.

From 1998 to 2005, a Provost’s Writing Committee served as a forum to discuss writing on campus, including development of the WPA, which was implemented for students graduating under the 1999-00 Course Catalog. In March 2005 the Faculty Senate established a Writing Committee including faculty, students and ex officio administrators. Members of the Writing Committee are dedicated to improving writing for all undergraduates by crafting writing course criteria to ensure that writing and information literacy are embedded into the curriculum. The charge to the Writing Committee is to review and approve the WPA test vehicle, monitor WPA results, consider appeals to WPA scores, act in an advisory capacity to the Writing Center, review for acceptability all writing and upper division writing course proposals, and develop criteria for the writing courses.

Beginning in AY 2009-10 (approved November 2008), modifications proposed by the Writing Committee to the “Recommended Writing Course Guidelines” went into effect and the Writing Committee communicated its transition plan to the campus community. New writing course guidelines include a set of learning outcomes for both lower division and upper division courses (Exhibit RD 2A-05).

In general, the new guidelines reflect the belief that the ability to write effectively is fundamental to a liberal arts education, essential to academic inquiry, and important for student success in academic, professional, and civic endeavors. The Writing Committee devised a set of learning outcomes for both lower division and upper division writing courses. The learning outcomes for lower division writing courses include the following:

• Use writing to learn and synthesize new concepts;
• Formulate and express opinions and ideas in writing;
**STANDARD TWO: PROGRAMS**

- Compose written documents that are appropriate for a given audience or purpose;
- Revise written work based on constructive feedback;
- Find, evaluate, and use information effectively.
- Begin to use discipline-specific writing conventions.
- Demonstrate appropriate English language usage.

The learning outcomes for upper division writing courses derive from the expectation that students should be more active, confident, and effective contributors to a body of knowledge, and should understand the ethical dimensions of inquiry. Upon completing the upper division writing requirement, the student should be able to:

- Identify and pursue more sophisticated questions for academic inquiry.
- Find, evaluate, analyze, and synthesize information effectively from diverse sources;
- Manage multiple perspectives as appropriate;
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline.
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work.
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline.
- Develop competence in information technology and digital literacy.

As part of the commitment to ongoing examination and validation of the WPA, the test administrator completed a study of the results from 1999-2007. Initially, the WPA was created as a formative assessment, and contributed positive developments on campus, such as the creation of a Writing Center, the addition of lower division writing courses, and the formation of the Writing Committee. However, the exam in its current form acts as a summative assessment and a mid-career gating mechanism as students move into upper division coursework. The 2009 Assessment of the WPA indicated the average pass rate; the average number of attempts for each student, the average number of attempts for students with Test of English as a Foreign Language (TOEFL) scores; the percent of students who passed on the first, second, third, or more attempts; pass rates by major; mean attempts by major; correlations between scores and number of attempts with grades in English composition; with Writing Placement scores; with cumulative GPA; with grades in writing coursework; and with demographic variables such as ethnicity and gender (Exhibit RD 2A-02).

The Writing Center staff also analyzed issues hampering success, both for proficient writers and for those students in need of remedial/developmental instruction. Data from previous tests showed that tests with higher passing rates used texts that presented a direct and broadly accessible argument while the tests with lower passing rates used texts that contained only a subtle or implied argument, often combined with a sophisticated literary style. Therefore, an effort was made to eliminate inconsistencies in text selection by more consistently applying the established text selection criteria. In addition, the Writing Center staff began to query the WPA database to produce a report listing the students who failed the WPA more than twice. This report allowed the Writing Center to identify those students and encourage them to engage in one-on-one tutoring. Pass rates since these two interventions have improved.
The Writing Committee began discussions with the Director of the Writing Center (ex officio on the committee) about the recommendations from the WPA report from 1999-2007, the follow up reports from 2007-08 and 2008-09, and how the Writing Center can serve as a resource to faculty in the design of a writing intensive Curriculum. For example, faculty from the department of Sociology recently requested that a Writing Workshop be offered for faculty who teach upper division coursework (held in January 2009).

As The University of Montana reviews and modifies its writing requirements to ensure that writing is embedded into the curriculum and that students improve their competency, the Board of Regents has adopted some policies that have required campus response. Changes in admissions standards and placement led to creation of an ad hoc English Placement Committee that proposed changes in the catalog for students who enter the University with high scores on the Montana University System Writing Assessment, SAT or ACT Writing Subscore, SAT Writing Section, or ACT English/Writing. These students are placed in a new Advanced Composition course (WRIT 201, Advanced Composition), unless they opt for English Composition (WRIT 101). This change allows more proficient writers to satisfy their composition and lower division writing course requirement simultaneously, rather than in the sequence described earlier for the majority of undergraduates. The performance of students entering with these higher scores is monitored and assessed to determine whether the change is effective for them.
Quantitative Literacy and Mathematical Competence (now Group II)

Criterion: Any course which satisfies the mathematical literacy requirement must have as its primary goal to teach mathematical reasoning and problem solving at a college level. Department of Mathematical Sciences approval is required.

Undergraduates pursuing a bachelor’s degree at The University of Montana are required to possess the ability to accomplish basic algebraic manipulations and achieve mathematical literacy at a level typically presented in college mathematics courses. More specifically, a graduate must meet the following learning outcomes:

- formulate real-world problems quantitatively;
- solve quantitative problems;
- interpret solutions to problems; and
- make critical judgments regarding the validity of competing formulations and solutions.

To meet this objective, students have been encouraged to present a placement score, enroll in an appropriate developmental course(s) in mathematics if needed; complete one of several 100-level courses in mathematical literacy with a grade of C or better; and/or take a Math Literacy Exam (Exhibit SM 2A-02) developed and scored by UM faculty or score 50 or higher on the College Level Examination Program (CLEP) College Algebra Test or College/Algebra/Trigonometry Test.

In spring 2007 UM examined the placement and performance of first year students in introductory math courses at The University of Montana, using data gathered from 2005 forward. The initial analyses examined the performance of 1,044 first year students who enrolled in one of six 100-level math courses, ranging from Intermediate Algebra to Calculus I. Comparisons were made between performance of all students enrolled in these courses, broken out by freshmen and more advanced students, as well as correlations between students’ placement exam scores, performance in other introductory coursework (e.g., English Composition), and persistence at the University. The results of these analyses have led to a number of changes to the curriculum as documented by the Department of Mathematical Sciences 2009 Assessment Report, as well as the creation of new programs. Some of these are outlined below:

- UM instated a mathematics tutoring program called Math PiLOT, whose mission is to improve student performance, placement, and persistence in mathematics.

- A third location for mathematics tutoring was opened in the Mansfield Library (in addition to a Mathematics Learning Center in the Mathematics building on the Mountain campus and mathematics tutoring at the COT), focused on service for students in M 095 and M 115 courses.

- The Associate Dean of the College of Arts and Sciences, the Chair of Mathematical Sciences, and the Director of Math PiLOT visited departments on the Mountain campus to determine what learning outcomes were critical to success in the major. Using the information gathered in those visits, the curriculum for M115 (the prerequisite for Statistics) was modified and the faculty
in Mathematical Sciences approved substantive revisions to the 100-level curriculum, adding two new courses, and revising the prerequisite sequencing.

- The College of Technology Applied Arts and Sciences Director of Mathematics and Director of Developmental Mathematics worked with all department chairs and program directors at the COT to identify program and profession-specific requirements for mathematics courses. Current courses were modified appropriately and additional courses were developed.

- The University of Montana adopted an online placement exam beginning in fall 2008 to help students select the appropriate course for their level of expertise and the requirements of their chosen major. The University selected Assessment and Learning in Knowledge Spaces (ALEKS), a web-based, artificial intelligence assessment and learning system that uses adaptive questioning to quickly and accurately determine a student’s strengths and any weaknesses in mathematics. The results are reported to the student and to the student’s assigned advisor, with a recommendation for the appropriate University of Montana mathematics course. Students needing developmental mathematics courses are referred to the COT, as all developmental coursework is offered by the COT, although classes meet on all of the campuses. In 2008-09, 211 students enrolled in Pre-algebra (M 090) classes and 1,023 in Introductory Algebra (M 095) classes.

Additional analyses and modifications to the mathematics curriculum for non-majors have continued. For example, for fall 2008 the number of Early Alert notices sent to freshmen enrolled in mathematics courses was analyzed. After the third week of class, students (and their assigned advisors) in 100- and 200-level courses were sent an email notice if a faculty member provided a warning that a student’s performance was “deficient” (DEF, meaning poor grades, incomplete homework, poor attendance or other warning signs) on the Early Alert roster. To determine whether the recommended ALEKS placement shows efficacy, the number and percent of DEF grades for students who enrolled appropriately as indicated by their the placement exam score, the number and percent of students receiving DEF grades by placement category (selected appropriate course, selected more advanced course) was analyzed, revealing the following pattern:

### Table 2-01 – Percent of DEF Grades on Early Warning Roster by Placement Category

<table>
<thead>
<tr>
<th>Course</th>
<th>107</th>
<th>117</th>
<th>111</th>
<th>121</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEF all students</td>
<td>24.4</td>
<td>9.3</td>
<td>47.2</td>
<td>26.9</td>
</tr>
<tr>
<td>DEF freshmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorrect placement</td>
<td>26.7</td>
<td>8.0</td>
<td>46.0</td>
<td>43.8</td>
</tr>
<tr>
<td>DEF freshmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate placement</td>
<td>12.8</td>
<td>4.3</td>
<td>25.8</td>
<td>16.4</td>
</tr>
</tbody>
</table>

Student performance for the full semesters, both fall and spring, is under analysis to determine whether students who select their math courses in accordance with their placement score continue to obtain higher grades than those who do not. This information
will be made available to faculty and professional advisors, as well as to students in future semesters.

**Modern and Classical Languages (Group IIIa) or Symbolic Systems (IIIb)**

Criteria:

- Modern and Classical Languages: Courses must encompass the comprehensive study of a natural language, excluding written, spoken contemporary English, with the aim of achieving at least a basic functional competency in that language. The course should follow a rigorous and pedagogically sound methodology and practice. Language courses proposed outside of the current offerings of the Department of Modern and Classical Languages and Literatures (MCLL) must be approved by the Department. (Students in specific majors may decide to take courses from Group IIIb, Symbolic Systems, rather than a language.)

- Symbolic Systems: Courses rigorously present a mapping between a real-world system and a human abstraction of the system; apply analysis, reasoning and creative thinking in the understanding and manipulation of symbolic codes; and utilize alternative methods of communication, perception, and expression in order to encourage rigorous thinking.

The General Education Committee, and subsequently ASCRC, examined the possibility of requiring all undergraduates to demonstrate proficiency in a modern or classical language, with attention to important issues such as: what amount of language study would be necessary to enable students to become proficient in another language; how many credits could be devoted to language study, especially for students already enrolled in majors with high credit demands; and whether language study in and of itself engenders diversity or an appreciation of other cultures. Group III (a) Modern and Classical Languages was selected as the “default” option for satisfying the General Education requirement, with departments given the opportunity to petition for their majors’ substitution of a Group III (b) Symbolic System sequence. Separate student learning goals were fashioned, depending on the language selected for study. That is, students must complete successfully the second semester of a Modern and Classical Language at The University of Montana. Courses encompass the comprehensive study of a natural language other than written or spoken contemporary English. Upon completion of the Modern and Classical Languages sequence, students will have a basic functional knowledge of a second natural language sufficient to meet the following learning outcomes:

- read and write if the language is classical, such as Latin;
- speak and aurally comprehend, if the language does not have a written tradition, such as Salish;
- perform all four skills (speaking, aural comprehension, reading, and writing) if the language is modern and has a written tradition, such as Japanese or French;
- demonstrate both receptive (visual comprehension) and expressive (manual production) proficiency if the language is American Sign Language.
The first students subject to the new General Education Requirements entered The University of Montana in fall 2009, providing the first opportunity to determine whether the number of faculty and course offerings available to students would suffice to meet the demand, as projected.

**Information Literacy (embedded in Group I)**

Another modification to composition and writing courses at UM is the inclusion of Information Literacy in English Composition and both lower- and upper division writing courses. Specifically, the course guidelines require that the instructor incorporate Information Literacy into learning outcomes, instruction, and assignments for English Composition and lower division courses. For upper division courses, three learning outcomes speak to this requirement:

- find, evaluate, analyze, and synthesize information effectively from diverse sources;
- follow the conventions of citation, documentation, and formal presentation appropriate to that discipline; and
- develop competence in information technology and digital technology.

Faculty members in Mansfield Library are involved, across the curriculum, in helping instructors in writing courses and lower division courses provide the instruction critical to the attainment of information literacy. Specific standards and teaching strategies have been identified for targeted courses to establish quality learning opportunities for first year students. At every opportunity, librarians serve as research consultants and pedagogical guides and facilitate the successful delivery of information literacy content by teaching faculty in the disciplines.

The central mission of library instruction is to create information literate students. Information literate students know how to find, evaluate, and use information effectively and ethically; and the curriculum is based on the Association of College and Research Libraries' (ACRL) Information Literacy Competency Standards for Higher Education. Information literacy provides a foundation for life-long learning, the ultimate goal of education, and is common to all disciplines, learning environments, and levels of education. In the recent report, *College Learning for the New Global Century*, information literacy is discussed as an essential learning outcome students need to prepare for 21st century challenges. As information professionals, librarians are uniquely positioned to guide the process of integrating information literacy within the University curriculum and to ensure that students are prepared for the challenges of a highly competitive, information-rich society.

Curricular integration of information literacy begins with first year initiatives that serve as the basis for information literacy instruction in the disciplines at the junior and senior levels. First year curriculum integration decisions depend on several factors: integration into courses that are a part of the standard University curriculum; integration into courses with a research component, usually smaller enrollment classes; and integration into courses with a large enrollment through participation in the Freshman Interest Group program, which offers the opportunity to provide cross-disciplinary information literacy instruction.
In addition, based on the delivery of lower division information literacy instruction, liaison librarians\textsuperscript{iv} work collaboratively with faculty in all the departments, schools, and colleges to tailor advanced information literacy instruction to upper division students in their major studies. Liaison librarians target research and writing courses in all majors, and information literacy is included as a requirement in the Writing Curriculum. At every opportunity, librarians seek to serve as research consultants and pedagogical guides to students and faculty, and to facilitate the successful delivery of information literacy content through collaboration with faculty.

\textit{Expressive Arts (Group IV)}

Criterion: Courses guide students, whether in individual or group settings, to acquire foundational skills to engage in the creative process and/or in interpretive performance. Through direct experience such as attendance and involvement with live performance, Exhibitions, workshops, and readings, they will engage in critical assessment of their own work and the work of others.

\textit{Literary and Artistic Studies (Group V)}

Criterion: Courses cover a number of works in one or more of the various forms of artistic representation; they also establish a framework and context for analysis of the structure and significance of these works. In addition, these courses provide mechanisms for students to receive instruction on the methods of analysis and criticism, and to develop arguments about the works from differing critical perspectives.

Assessment plans for the learning outcomes for Group V are discussed along with a parallel process underway for Group XI, Natural Sciences.

\textit{Historical and Cultural Studies (Group VI)}

Criterion: Courses teach students how to present ideas and information with a view to understanding the causes, development, and consequences of historical events; evaluate texts or artifacts within their historical and/or cultural contexts; and analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts. The course justification should explain the approach and focus with respect to its chronological, geographical, and/or topical content. A methodological component (e.g. historiography or ethnography) must be apparent.

\textit{Social Science (Group VII)}

Criterion: Courses systematically study individuals, groups, or social institutions; analyze individuals, groups, or social problems and structures; and/or give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.
Ethics and Human Values (Group VIII)

Criterion: Courses focus on one or more of the specific traditions of ethical thought (either Western or non-Western), on basic ethical topics such as justice or the good life as seen through the lens of one or more traditions of ethical thought, or on a professional practice within a particular tradition of ethical thought. They also provide a rigorous analysis of the basic concepts and forms of reasoning which define the traditions, the ethical topics, or the professional practices that are being studied.

American and European Perspectives (Group IX)

Criterion: Courses focus on either area and can be comparative in content or approach. The courses are broad in theme, geography, or chronology. They are foundational and prepare students for further study by raising core questions of an academic discipline.

Indigenous and Global Perspectives (Group X)

Criterion: Indigenous and/or global courses familiarize students with the values, histories, and institutions of two or more societies through the uses of comparative approaches. Indigenous perspective courses address the longstanding tenure of a particular people in a particular geographical region, their histories, cultures, and ways of living as well as their interaction with other groups, indigenous and non-indigenous. Global perspective courses adopt a broad focus with respect to time, place, and subject matter and one that is transnational and/or multi-cultural/ethnic in nature. Whether the cultures or societies under study are primarily historical or contemporary, courses investigate significant linkages or interactions that range across time and space.

Faculty at The University of Montana included a requirement for coursework in indigenous and global perspectives as a critical aspect of the General Education curriculum, in keeping with its Mission:

...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 the world.

Given State-mandated Indian Education for All requirements for candidates in Education, students preparing for teaching licensure must complete a minimum of one course in Native American Studies. Throughout their programs of study candidates must meet the following learning outcomes:

- Demonstrate the ability to integrate into their content areas knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana;
- Demonstrate knowledge of how students within different populations, including Montana American Indians, differ in their approaches to learning; and
• Demonstrate the ability to create instructional opportunities that are adapted to diverse learners, including situations where concentrated generational poverty has affected student academic achievement.

Every campus of the Montana University System is expected to comply with Board of Regents Policy 303.5<sup>th</sup>, which requires that each of those institutions must offer a formal course of American Indian study developed with the advice and assistance of Indian people. Fourteen courses in Native American Studies, in combination with courses from Anthropology, Art, Communication Studies, Dance, Economics, Geography, History, Linguistics, Modern and Classical Languages, Political Science, Forestry, and Sociology make up a set of courses used to fulfill the Group X General Education requirement for other students at The University of Montana.

**Natural Sciences (Group XI) and Literary and Artistic Studies (Group V)**

Faculty members who teach courses that satisfy Groups V and XI met in the late summer of 2009 to discuss assessment of the learning goals established for each of these Groups within the General Education framework.

Criterion: Courses explore a discipline in the natural sciences and demonstrate how the scientific method is used within the discipline to draw scientific conclusions. They also address the concept of analytic uncertainty and the rigorous process required to take an idea to a hypothesis and then to a validated scientific theory. Lab courses engage students in inquiry-based learning activities where they formulate a hypothesis, design an experiment to test the hypothesis, and collect, interpret, and present the data to support their conclusions.

Faculty from the Natural Sciences Group are coordinating an assessment effort in which questions designed to assess several of the learning outcomes will be generated. The focus is on creation of a format that can be used across several disciplines (e.g. Anthropology, Chemistry, Geosciences) to determine whether students are meeting learning goals drawn from the set below:

• Understand the general principles associated with the discipline(s) studied;
• Understand the methodology and activities scientists use to gather, validate and interpret data related to natural processes;
• Detect patterns, draw conclusions, develop conjectures and hypotheses, and test them by appropriate means and experiments;
• Understand how scientific laws and theories are verified by quantitative measurement, scientific observation, and logical/critical reasoning; and
• Understand the means by which analytic uncertainty is quantified and expressed in the natural sciences.

Faculty members teaching coursework in Literary and Artistic Studies will submit results derived from embedded formative and summative assessments already used in their courses to provide evidence about whether students can, after completion of the course(s),
• Analyze works of art with respect to structure and significance within literary and artistic traditions, including emergent movements and forms; and
• Develop coherent arguments that critique these works from a variety of approaches, such as historical, aesthetic, cultural, psychological, political, and philosophical.

Preliminary results from these efforts will be submitted to the Office of the Provost in spring 2010.

ACCOMMODATIONS OR EXCEPTIONS TO GENERAL EDUCATION REQUIREMENTS

Exceptions or special accommodations regarding General Education Requirements are available for certain groups or individuals. Some of these are discussed below in the section on system-wide requirements, but they are identified here.

• Transfer Students: Transfer students also complete General Education Requirements, but they may choose to complete the system-wide requirements, using one of three options. These include: completing all of the lower division coursework in a campus-specific general education program and then transferring it as “a block” to another institution in the system; completing a set of courses known as the Montana University System (MUS) Core; or completing an associate of arts or associate of science degree before transferring to the new campus, in which case the student may still be required to take additional general education coursework at the upper division level on the new campus. Should a student select the second option, he or she must complete at least 20 credits from the course list by the time of transfer.

• Former Students: Students may choose to graduate according to the regulations in any catalog under which they have attended UM within the past six years. They may also elect to follow regulations in one catalog for their General Education Requirements and another for their program degree requirements. The new General Education Requirements went into effect in fall of 2009, so students entering before that date may choose to complete the prior set of requirements.

• International Students: Students from non-English speaking countries may satisfy the Foreign Language/Symbolic Systems group requirement by presenting the appropriate TOEFL score, completing an English-as-a-Second-Language course, or by presenting an approved application for the baccalaureate degree.

• Baccalaureate Candidates Holding an Associate of Arts Degree: Students who attained an A.A. degree must complete the system-wide MUS Core (described below). These students must fulfill upper division General Education requirements once they transfer to the UM Mountain campus.

• Students Earning a Post-Baccalaureate Degree or Seeking Post-Baccalaureate Teacher Licensure: These students are exempt from General Education Requirements, as they would have completed such requirements in their first degree.
• Students Presenting Advanced Placement (AP) Courses: University of Montana credits may be granted for both General Education and major requirements based on scores for college-level high school courses (AP exams) as well as through the College Level Examination Program. For example, for Mathematical Literacy a CLEP score of 50 or higher on the College Algebra Test or College Algebra/Trigonometry Test satisfies that General Education requirement.

**GENERAL EDUCATION REQUIREMENTS: SYSTEM-WIDE**

The Montana Board of Regents adopted BOR Policy 301.10 to assist transfer students with the general education requirements of their degree programs. All institutions in the MUS have developed general education programs for their students (as outlined above for UM Mountain campus students). The programs are all different because they reflect the mission and values of the individual institutions, but they all have in common the following: that every student working on a four-year degree will have to complete a general education program; that the general education program may include upper division coursework (which must be completed by any student, including transfers, who receive a bachelor’s degree from that campus); that campuses that offer 2-year degrees will have a general education program, although it may not be as extensive as those on 4-year campuses; that on 2-year campuses, the general education component is required only for associate of arts or associate of science degrees; and that a grade of C- or better is required for every course that is used to satisfy a general education requirement.

BOR Policy 301.10 recognizes that general education is an integral part of every four-year degree in the MUS and establishes three options for transferring students to complete the General Education Requirements, as stated above. Students meeting the 20-credit requirement can complete the MUS Core at the new campus or complete the campus-specific general education program at the new campus. Students with fewer than 20 credits at the time of transfer must complete the general education program unique to the new campus (Exhibit RD 2A-05).

**MUS Core Requirements**

The MUS Core described in BOR Policy 301.10 assures the transfer of up to 30 semester credits for those students enrolled in courses prescribed within each of six areas at a participating institution. The six areas are:

- Natural Science (6 credits; at least one course with a laboratory experience),
- Social Sciences/History (6 credits),
- Mathematics (3 credits),
- Communication, Written and Oral (6 credits),
- Humanities/Fine Arts (6 credits), and
- Cultural Diversity (3 credits).

A General Education Council with representatives from the MUS campuses was established in December 2005 to oversee the provisions of the policy. The General Education Council adopted the Association of American Colleges and Universities (AACU) “Essential Learning Outcomes” statement as the rationale for the MUS Core.
The Council also adopted learning outcomes for the six areas. These include, for example, statements such as:

Upon completion of the Natural Science core, students will be able to:

- identify and solve problems using methods of the discipline;
- use logical skills to make judgments; demonstrating thinking, comprehension, and expression of subject matter;
- communicate effectively using scientific terminology;
- use quantitative skills to solve problems;
- integrate through analysis;
- demonstrate the relationship between actions and consequences; and
- discuss the role of science in the development of modern technological civilization.

Courses that meet these learning outcomes for all areas are identified at each campus. In addition, Operational Rules have been established for the MUS Core that require students to complete at least one course that includes significant content related to the cultural heritage of American Indians; earn the minimum number of credits in each of the six areas; use coursework once only to satisfy the requirements of the MUS Core (no “double-dipping”); complete a combination of courses that includes significant content in both written and oral communication in order to satisfy the Communications area; and satisfy the minimum grade requirements established by BOR policy.
STANDARD TWO: PROGRAMS

MAJORS AND ELECTIVE STUDY

Undergraduates on the Mountain campus of The University of Montana are given a “tripartite structure” for their degree programs, comprising a general education component (discussed above), a major in which they are required to achieve a knowledge base in a specific area of concentration, and electives in which they have an opportunity to pursue other intellectual interests. Undergraduates can select from a large number of majors, with options, and minors. For example, a student may select a major in Geography, choosing to pursue a B.A., with an option in Cartography and Geographic Information Systems (GIS) or Community and Environmental Planning, or a B.S. with an option in Physical Geography. Students may also pursue a Certificate in GIS Sciences and Technologies, or a minor in Geography, or one in Mountain Studies.

Departments establish learning outcomes for their students in the programs available for study. These are reported annually to the Assessment Advisory Committee via the Office of the Provost and the entire assessment plan for a department or program is posted on the Office of the Provost Department Records website. Degree and certificate programs demonstrate “clarity and order,” as required, and model curricula are provided in the Course Catalog to guide students and their advisors. As one illustration, recent changes in programs offered by the Department of Geography demonstrate the care with which faculty modify curricula and establish clear learning goals and assessment plans for their students, as well as an example of how Program Review is used by departments for strategic planning. Another example comes from the Department of Mathematical Sciences. As the assessment and revision of learning outcomes for quantitative literacy (in General Education) progressed, the department identified issues in the learning outcomes in place for mathematics majors. Finally, the Management Information Systems Department in the School of Business Administration modified its curriculum in response to questions raised by student performance on a licensure exam.

Example 1, Geography

An external review of the Department of Geography was conducted in fall of 2005, as part of the mandated program review cycle. The outside reviewer commented on the strong sense of faculty collegiality and dedication to academic excellence, spoke to the contemporary geography curricula, and called for advancing the department in creative ways by focusing more at the graduate and undergraduate levels and emphasizing outcomes based learning. In response, the department drafted a strategic plan in December 2008 and modified its curriculum. The department eliminated some of the undergraduate Options within the B.A. degree, proposed a new minor in Mountain Studies (an area highlighted by the external reviewer as a unique strength of the faculty), and proposed new B.S. and M.S. degrees in Geography. Greater weight was placed on diversifying the learning outcomes for each of the undergraduate degrees.

Prior to design of a B.S. in Geography, the student learning outcomes established for a degree included:

1. Understand micro-and macro-scale spatial relationships within and between the systems of the physical and cultural environment;
2. Understand the theoretical and practical underpinnings of the discipline of geography and its systematic branches;
3. Be able to engage in basic analysis and research procedures involving the use of spatial or other forms of data;
4. Have the ability to acquire and use spatial and other data within the context of field, laboratory, teaching, and internship experiences;
5. Have the computer, computational, and communication skills required of new professions.

With the creation of a B.S. in Geography (General Geography; or Option in Physical Geography), the faculty considered the relevance of specific learning outcomes and whether they should differ materially for the B.S. and the B.A. (Option in Planning) degrees. The B.S. degree requires students to follow a curriculum similar to that for a B.A., but with the addition of a more rigorous Math requirement, a two-course sequence in Natural Sciences, and either a Senior Thesis or science focused upper-level writing course. For the B.S. Option in Physical Geography, these requirements are more specific: the mathematics course must be Calculus or a senior-level Statistics course, and the selection of Geography courses is more directed. Therefore, the Geography department faculty modified the learning outcomes in order to differentiate between the expectations for B.A. and B.S. students, leading to the following modifications:

1. Understand micro- and macro-scale spatial relationships within and between the systems of the physical and human environments;
   a. B.A. students will demonstrate special competency in such understanding as applied to the cultural, economic, political, population, and/or urban dimensions of the human environment.
   b. B.S. students will demonstrate special competency in such understanding as applied to the physical environment and/or geospatial techniques.

2. Have the ability to acquire and use spatial and other data within the context of field, laboratory, teaching and internship experiences;
   a. B.A. students will demonstrate special competency in analysis of data describing human systems.
   b. B.S. students will demonstrate special competency in analysis of the physical environment and/or geospatial techniques.

These student learning outcomes were adapted from the National Geography Standards of 1994, which include standards specifically targeted for secondary education, and students’ progress is assessed by way of a student portfolio that encompasses work undertaken by all undergraduate majors in Geography and/or a senior thesis.

**Example 2, Mathematical Sciences**

In response to the assessment and revision of learning outcomes for Quantitative Literacy, the department also scrutinized and reformulated learning outcomes for mathematics majors, as well as their assessment plan. Recognizing the variability in students’ trajectories and goals, the department offers a variety of 400-level courses; majors are required to take at least three of these. Therefore, the department’s assessment of whether students meet learning outcomes is based on the assessment of all math majors in these advanced courses. The student learning outcomes follow:
STANDARD TWO: PROGRAMS

- Calculus: Students will learn the standard results of calculus, and will be able to use them in a variety of applications.
- Proof and logical reasoning: Students will develop clear analytical thinking skills as demonstrated by rigorous reasoning in mathematical arguments.
- Writing and communication: Students will develop the ability to clearly communicate mathematics in writing.
- Specialized knowledge at an advanced level: Students will learn the standard results of one or more specialized area of mathematics at a level appropriate for advanced undergraduates.

Every faculty member teaching one of the advanced courses selects three of the four learning outcomes, and separately assesses the performance of each individual math major in the course with respect to the selected learning outcomes on a scale from zero to 10, using the assessment rubrics developed for each outcome, and submits this information to the departmental Undergraduate Committee. The latter compiles these individual assessment reports in two ways: both by individual math majors (using data from several years, where available) and by individual learning goals (only for the academic year for which the individual assessment reports were written). Based on this, the Undergraduate Committee then assesses the student learning outcomes, and determines, where applicable, which corrective actions need to be taken to improve performance.

Example 3, Management Information Systems

Similarly, faculty use assessment data to inform decisions about curricula and pedagogy. For example, in the Department of Management Information Systems, students’ performance on the ETS Major Field Test in Business were compared, with the finding that students in one cohort scored below the national average in one area, specifically finance. Closer inspection of the students’ transcripts and reports from faculty teaching the Business Finance course (FIN 322) indicated that many students in this cohort had not completed a required math sequence before enrolling in FIN 322. In this case, ensuring that the relevant material is mastered in advance by incorporating it in the math sequence, requiring satisfaction of the pre-requisites, and improving advising for students resulted in improved performance for students enrolled in the capstone course. Students scored at the 90th percentile, a significant improvement over the 2005 administration of the test.

ASSOCIATE DEGREE PROGRAMS

The College of Technology, as the two-year education unit of The University of Montana, offers courses and programs for students to complete certificates of applied science, associate of arts degrees, an associate of science degree, and associate of applied science degrees.

The certificates and associate degrees are approved by the Board of Regents and are in compliance with BOR Policy 301.12 and related policies. The Academic Affairs committee of the Two-Year Education Council ensures policy compliance by reviewing such programs. Certificates of applied science are awarded to students completing a program, which is structured to be completed within one calendar year. Certificates of applied science programs at the College of Technology include some programs in the
Industrial Technology Department (Heavy Equipment Operation, Recreational Power Equipment), others in the Business Technology Department (Culinary Arts, Customer Relations— a program delivered online, Medical Reception, and Sales and Marketing), and one in the Health Professions department (Pharmacy Technology). In some cases certificates of applied science may be received at the completion of the first year of a two-year associate of applied science degree program.

The associate of arts degree is a general studies degree intended as a transfer degree. Advising of many A.A. degree students includes preparation and planning for completing baccalaureate degrees at The University of Montana. In addition, students who wish to pursue degrees in the College of Technology Health Professions are initially enrolled as A.A. students. Students who are not successful in the competitive application process of the Health Professions programs are further advised toward baccalaureate degrees.

The Associate of Science degree in Registered Nursing is the only A.S. degree offered by the College of Technology. The A.S. degree is by Board of Regents policy identified as a general studies degree with emphasis in sciences leading to a baccalaureate degree. The one exception to that policy is for two-year education institutions in Montana offering a Registered Nursing degree to offer it as an ASRN degree. Students completing the UM ASRN program are required to take and pass a licensing exam in order to pursue employment in Montana. Pass rates for Registered Nursing students, for example, are compared to a national rate and must meet or exceed the national rate. Not meeting this requirement directly affects the status of the nursing program as reviewed by the Montana Board of Nursing. In addition, the passing rates must meet or exceed the national requirements for three years before any change (such as expansion) may be requested for the program.

Associate of applied science degrees are identified as two-year degrees. They are not identified as transfer degrees but rather as degrees intended to lead directly and specifically to employment. The College of Technology offers over thirty approved A.A.S. degrees. At one time the A.A.S. degrees were identified as ‘terminal’ degrees to recognize the intent of the degree, although this label does not recognize the options available in Montana and elsewhere in the United States for students who wish to obtain a baccalaureate degree at a later date. Options for students completing an A.A.S. degree program and desiring a baccalaureate degree exist (Bachelor of Applied Science as an example), although such options are not available for every baccalaureate degree program offered through The University of Montana.

Program completion and employment rates are identified for most of the A.A.S. degree programs. The UM Career Services Office facilitates employment after program completion. Data analysis completed to meet requirements of a Carl D. Perkins Local Application grant identifies students completing a program and the number of students employed upon completion. Further analyses, through the Office of Planning, Budgeting, and Analysis, are in process to verify the program completion data. Specific program accreditation requires recognition of student retention, completion, and licensing exam pass rates. Licensed Practical Nursing, Respiratory Care, Pharmacy Technology, and Surgical Technology are examples of this type of program. Such pre-baccalaureate vocational programs offered at the COT track State licensing examination pass rates, as applicable, and job placement rates. These data are reported in the department/program
assessment reports. These are also available through the National Accrediting bodies such as CAAHEP or COARC.

Students completing the Surgical Technology program take an exam during the final week of the program. Results are not only recorded for program accreditation or continued accreditation but also so the students may be identified as Certified Surgical Technologists. The students have been well informed from acceptance into the program of the requirements and competencies required in the profession and by the healthcare institutions. This information is made available through student handbooks, through course syllabi, through professional organization information, and on the College of Technology website.

Health Professions programs are known to require certification exams, but other programs, such as Culinary Arts, have similar requirements for program completion. For example, all Culinary professionals must attain a basic safety and sanitation certification before program completion. The American Culinary Federation identifies clearly in its guidelines and requirements for program accreditation the competencies students and faculty must meet. Such information is available at the College of Technology and in the program accreditation report for the Culinary Arts programs.

Board of Regents policies and procedures support development of certificate of applied science and associate of applied science programs within a short timeline if doing so allows the UM College of Technology to respond to an industry or community workforce need. Board of Regents policy also allows for development of short-term credit bearing programs under 30 credits that respond to workforce needs. Currently, the UM College of Technology has one program identified in this category—Laboratory Technician. This particular program responds to a community need by a local research facility (Glaxo-Smith Kline) for community and employee education/training.

**DEVELOPMENTAL COURSEWORK**

In 2007, the Board of Regents instituted Policy 301.18 regarding Developmental Education. The purpose of the policy was to ensure that coursework is available for students who need to develop the foundational skills to succeed in rigorous, college-level courses; that these courses were clearly identified; that students were clear about how such coursework fit into their degree programs; and that developmental education be delivered efficiently and effectively. The policy includes definition of developmental courses as those designed for students with ACT scores in mathematics below 22 (or SAT below 520, or an equivalent score on a standardized placement test), or composition courses designed for students with ACT or SAT essay scores below 7, a Montana University System Writing Assessment score below 3.5, or an equivalent score on a standardized placement test. This coursework is considered below college-level and cannot be used in an associate of arts, associate of science, or baccalaureate degree program. Such courses are identified with course numbers that begin with 0 (i.e., 0XX). Students pursuing an associate of applied science degree or certificate may use the developmental coursework toward those credentials if appropriate. For these students, the developmental course numbers may be numbered 1XXD.

As part of this policy, the Board of Regents also specified that colleges with two-year educational missions shall be the primary providers of developmental education. The 4-
year campuses may admit students with admissions scores just below the proficient level (as specified above) as “provisional;” therefore, the 4-year campuses are expected to work closely with the 2-year institution to meet the needs of those students.

At The University of Montana, students who require developmental coursework enroll in courses offered by the COT, as the two-year campus of the University. They may be students admitted to the COT exclusively, or they may be students admitted to the Mountain campus needing to become proficient in Writing or Mathematics. During 2008-09, 1,234 students enrolled in either Pre-Algebra (211) or Introductory Algebra (1,023) courses. Another 511 students enrolled in WTS 100, the developmental composition course. The performance of these students in subsequent coursework will be monitored, as UM addresses questions about the success of developmental coursework, and whether different pedagogies are necessary for students who enter the University without the preparation critical to successful progression in math and writing at the college level.

**HONORS COURSEWORK**

The Davidson Honors College, established in 1992, offers an array of courses for the approximately 600 students accepted into the college, as well as to any qualified student who wishes to enroll in these highly challenging courses. A wide range of general education courses is offered in a small seminar format that fosters active learning, significant interaction, extensive writing, and, where appropriate, work with original texts. Departmental honors courses at the upper division level introduce advanced concepts, relate the discipline to other disciplines, and engage students in research, fieldwork, and ethical reflection. All honors students are required to enroll in a one-credit Introduction to Honors course, a 3-credit “Ways of Knowing” course, and to complete a rigorous capstone Senior Honors Research Project. The Senior Honors Project includes a significant research component; a written interpretation and analysis, even when the focus of the project is on performance, exhibition, software or media design, creative writing, service learning, practicum, or internship. It must be supervised and approved by a faculty member and conclude with a public presentation of the results. Courses taught through the Honors College are open to all qualified students, but the class size for the majority of honors courses is limited to 20 students or fewer to encourage discussion, extensive writing, and the development of learning communities. In the fall semester of each academic year, two or three Honors Freshman Interest Groups are offered.

**EDUCATIONAL ENRICHMENT OPPORTUNITIES**

The University of Montana offers students a broad and exciting range of enrichment opportunities that include internships, field work, study abroad, volunteer work, service-learning coursework, and other special programs. Each of these is discussed below.

**Internship Services**

The Mission of Internship Services is “to connect students, employers, and faculty in order to provide undergraduate and graduate students a means to integrate academic theories and principles with practical experience, reinforcing and expanding classroom learning while preparing them for post-graduate employment.” Internship Services has been an integral part of Academic Affairs at The University of Montana since 1980.
Internship Services staff work with faculty to determine credit policies for all internship courses (including a 2006 policy capping courses to six credits that can be counted toward University graduation requirements), develop learning objectives, coordinate evaluations, and assist with the entire student learning process. With faculty, they develop and approve Learning Agreements, provide advising regarding academic department policies and University internship credit limits and assist students from the initial search through the completion of the internship. In addition, the Internship Services staff interacts with nearly 400 employers each year to develop and secure quality working and learning environments, and make random site visits to meet with students and supervisors. The staff (3.18 FTE) assists an average of 36 academic departments and 700 students each year, with interns earning over 2,000 internship credits annually. A number of majors require students to participate in internships (e.g., Environmental Studies—Ecological Food and Farming, Water Resources, Sustainability Studies; Management Information Systems; Management and Marketing; Journalism), and in 2008, Internship Services entered into a partnership to expand the number of international internships available to UM students. Some of these programs are described in more detail below.

Interns as a group earn approximately $1.3 million each year. With assistance from Institutional Research, Internship Services reports retention and continuation to graduation rates for students who complete internships. The latest figures available (September 2008) indicated a 95.1% retention rate and a 76.8% graduation rate for students who have interned. A survey of former interns (314, approximately 15%, alumni responded) indicated that they found the internship personally rewarding (93.9%) and helpful in finding a job in their area (73.9%). On a 5-point scale, the former interns indicated that leadership (3.43), negotiation (3.26), communication (4.23), time management (4.06), and conflict management (3.48) skills were developed during their internship experience.

- International Internship Program: In 2008, The University of Montana entered into partnership with the Oregon University System International Programs Office in their IE3 Program to expand the number of international internships available to UM students. Since the program began in 1995, over 1,300 students have interned in 80 countries, gaining real life work experience in their major while receiving credit at their home institution. Through the IE3 program, students have the opportunity to apply for a variety of internships in a variety of disciplines from around the world. It is also one of the longest-running international internship programs in the United States. IE3 develops relationships with internship sites and relies on strict standards to ensure the quality of the internship experience. IE3 provides support, including a large database of internship opportunities, internship selection and placement, administrative support for financial aid and academic credit, pre-departure orientation, support and mentoring during the placement, and international health insurance. The 3- to 6-month internships (available throughout the academic year and summer) offered through IE3 can range from a Peace-Corps-like development internship in Africa, Latin America or India, to working at the European headquarters of a global business. In its first year at UM, 10 students have enrolled in the program, with several receiving scholarships from IE3 to help offset the costs.
School of Business Internship Program: Since 1980, the School of Business Administration has also sponsored an internship program that works closely with Internship Services. The focus of the program is to provide undergraduate and graduate students with a meaningful work experience and to provide employers with outstanding interns. The students make professional applications of the theory they have learned in the classroom. During their experience students develop an awareness and knowledge of the professional and interpersonal skills and behavior needed to succeed in the workplace, while developing those very skills. They also provide the businesses with enthusiasm, excitement and a strong work ethic while they perform the many tasks asked of them. There are 298-, 498- and 698-level internships available each with its own criteria for acceptance into the Internship program. The Internship program generally has more than 200 students participating in the program each academic year along with approximately 170 employers. The students work in a variety of functional areas such as Accounting, Finance, Management, Marketing and Management Information Systems. The undergraduate students work a minimum of 50 hours per credit and submit written work on their progress for a letter grade. The graduate students are required to obtain approval for their proposed experience from their program directors prior to acceptance into the internship program. Other assessment tools to be added soon include improved student and employer surveys (administered by Internship Services) and School of Business Administration data collection regarding progress toward learning objectives.

School of Journalism Internship Program: The Journalism School requires majors to take at least one credit for a supervised internship; and most take that in the summer between their junior and senior years. For each credit, students must work in a news organization (or another approved organization where they practice journalism skills) for a total of 240 hours. The internship is akin to six full-time weeks working as a journalist. A faculty member in each department oversees the students on their internships, working with their supervisors, setting up blogs, and either posting student work or having students post to the blog, and ensuring that reports from the students and their supervisors are completed. In summer 2009 broadcast interns worked at a variety of locations from Helena to Honolulu for such outfits as KECI television, Soldier Radio and Television, and Fox Sports NW. Print and photojournalism interns worked at such places as the Montana Standard (Butte, MT), Kathmandu Post (Nepal) and the U.S. Senate Finance Committee (Washington, D.C.). Halfway through the internship, students must submit a midterm evaluation to their faculty internship adviser. At the internship's end, students must provide the adviser with an evaluation form completed and signed by their employer. They also must provide three samples of their best work (news clips, tear sheets, video or audio tapes, etc.), which are added to the student’s academic advising folder.

Office for Civic Engagement

Since 1992, the Office for Civic Engagement (OCE) has served as a primary resource and coordinating center for campus and community engagement activities including volunteerism, service learning, national service and nonprofit studies education. Its mission is to challenge and improve lives with an ethic of service and investment in community. OCE builds reciprocal partnerships that strengthen both the University and
the community; empowering individuals and organizations to enhance capacity for strategic growth, program exposure, skill development, and collaboration; and, enhancing professional, academic, and personal experiences through volunteerism and service learning. The OCE Director, program managers, and AmeriCorps team leaders coordinate placements in the campus office and more than 40 community partner organizations locally and statewide.

OCE manages three AmeriCorps programs, the nonprofit minor and certificate programs, academic service learning, a volunteer center, and the Academic Learning Integrated Volunteer Experience (ALIVE), which allows participants in Montana to gain graduate-level course credit in combination with their national service experience. In the last academic year, 708 students participated in extracurricular volunteer service providing 4,985 hours of service to the community. Seventy-eight students participated in the Campus Corps AmeriCorps national service program contributing 334,100 hours of national service and earning $103,700 in tuition support from education awards. In addition, using the current dollar amount attached to a volunteer hour in Montana ($14.51), student volunteers contributed the equivalent of $874,934 to the Missoula community.

Montana Campus Corps Members at a Service Project

Service-Learning

At UM, service learning courses are offered to allow students, faculty, and community partners opportunities to work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical
reflection meant to prepare students to be civically responsible members of the community. Courses based on the service learning instructional method are designated as Service Learning courses in each semester’s schedule of classes and on the student transcripts. Students may also participate in a self-designed service learning independent study course through the Office for Civic Engagement. The Service Learning designation was approved in 2008. In the last academic year 1141 students engaged in 56 academic service learning courses, providing 30,527 hours of service to the community. Course instructors must demonstrate that the courses meet strict criteria constructed to ensure that students provide a needed service, that the service experience is directly related to subject matter of the course, that students reflect upon what they learn, that the course offers a method to assess the learning derived from the service, that students perform service activities in a professional manner, and that vulnerable populations are not harmed.

**Field Work Opportunities**

Students at The University of Montana have opportunities for field work across departments using the “University omnibus option” independent study, practica, or other specific courses. For example, to earn a bachelor’s degree in Social Work students must enroll in SW 489, a two-semester, 10-credit practicum experience in which students complete 450 hours of social work experience under the supervision of an approved agency field instructor. It is through this experience that students learn about the profession, develop competencies required of the program and of the profession, and become capable of entry-level social work practice. A learning agreement is developed by the student, faculty supervisor, and agency field instructor. At the end of the course, students are required to successfully complete a Competency Examination, a 35 to 50 page paper that addresses seven competency areas (organizational and community context of practice, assessment of existing social policy, problem identification and assessment, development of an intervention plan, implementation of the intervention plan, evaluation and feedback, the profession of social work).
Courses in disciplines such as Environmental Studies (311, Field Studies in Human/Ecological Communities and Public Land Issues), Forestry Resource Conservation, Geosciences (429, Field Geology), Wildland Restoration (311, Field Studies in Ecological and Human Communities), and Wildlife Biology (e.g., 441, Field Methods in Fishery Biology and Management) provide especially rich prospects for fieldwork because of the location of the University in western Montana. These programs collaborate with other offices, including the U.S. Forest Service Region 1 Headquarters, Forest Service Rocky Mountain Research Station, the National Wildlife Federation, the Nature Conservancy, Rocky Mountain Elk Foundation, The Boone and Crockett Club, and the Outdoor Writers Association of America to provide opportunities for students. The spring 2008 *Montanan* Magazine article “Leaders in the Fieldliii” demonstrates one such opportunity in its description of the Wildlife Biology program. Independent work in topics or problems is proposed by the student and approved by the instructor or instructors under whose supervision the work is to be done and by the chairperson of the relevant department. The use of this “omnibus option” is limited to 10 credits for a single topic or problem and a maximum of 15 credit hours of independent work for a bachelor degree and 13 credit hours of independent work for an associate degree.

**Research Opportunities**

Student participation in undergraduate research has a proven track record in the enhancement of student learning outcomes and improved rates of admission to graduate and professional schools. Through close collaboration with faculty members in the design and execution of a research protocols at the cutting edge of their disciplines, UM undergraduates have made or contributed to significant scientific discoveries, created substantial new works of art and literature, and published papers in peer-reviewed professional journals. Every year since 2000, UM has hosted an annual conference on Undergraduate Research, sponsored by the Vice President for Research and Development and the Provost. The conference offers a professional development opportunity for students, and involves a wider community with the research activities of the University. This year, the National Conference on Undergraduate Research (NCUR) will be held at UM campus during April 15-17, 2010, providing a venue for celebrating and promoting undergraduate student achievement.

At present, many undergraduate research activities are administered by the Davidson Honors College, with faculty oversight provided by the Undergraduate Research Committee. Funding for scholarships in support of undergraduate research has been provided by the Vice President for Research and Development, the Provost, and private donors through the UM Foundation. Funding levels, in aggregate, are not sufficient to support the numerous quality proposals that come before the selection committee. As a result, some students have been discouraged in their pursuit of research. The University is seeking enhanced funding for undergraduate research scholarships to increase the program’s capacity and create incentives for faculty to participate as mentors. One goal is to increase the number of campus-wide undergraduate research scholarships from 35 for FY 2007 to twice that in FY 2011.

**International Experiences/Study Abroad**

Students have opportunities to become informed members of a global society by studying abroad in many different countries through several programsliii: Partner University
Exchange, the International Student Exchange Program (ISEP), and Faculty-Directed Study Abroad Programs (in addition to the IE3 internships described earlier). The Partner University Exchange Program allows students to spend a semester or year at one of UM’s 50 exchange partner institutions, while continuing to pay tuition to UM. Some partner schools also offer a program in which students pay tuition at a discounted rate to the host school instead. The International Studies Exchange program provides students a semester, year, or summer abroad at one of ISEP’s 137 member institutions in 38 foreign countries. Through Faculty-Directed Study Abroad programs, small groups of students led by UM professors explore the cultures, languages, literatures, and history of other countries, in most cases earning credit toward their degrees at UM as they do so. Cost and length of these programs vary, depending on location and time of year. Students also have the option of studying abroad on non-UM sponsored programs. Approximately 250 students take advantage of these opportunities each year, but the University needs to expand the programs if it is to meet its Mission to “educate competent and humane professionals and informed, ethical, and engaged citizens of local and global communities.” A proposal to increase student participation in Study Abroad by 60% (to 400 students) by FY 2011 has been written, with requests for funds to be used to hire a Coordinator of International Initiatives, provide additional student support for travel and living expenses, and to provide tuition waivers for students.

**PARTNERING FOR STUDENT SUCCESS**

**Academic Planning and Advising**

The new *Partnering for Student Success* plan, adopted in August 2008, responds to several challenges faced by The University of Montana and the State of Montana. These challenges include: a 28% retention rate from the first to second year, with significantly higher attrition for students who have yet to declare a major; a six-year graduation rate of 43%; a decrease in the projected number of high school graduates in the State of Montana who will enroll in higher education; and the necessity of increasing the proportion of Montanans who have a college degree by 2020 in order to remain competitive, ensure Montanans have a good standard of living, and contribute to the reputation and viability of the state as a place to live and work.

The plan resulted from a collaborative effort among faculty, staff, and administrators from across the campuses. It reflects the work of the Retention Task Force (RTF), led by the Associate Provost for Undergraduate Education and Policy and the Vice President for Student Affairs, with critical support from the Office for Administration and Finance. Many retention initiatives have been put into place over the past decade and these efforts have helped The University of Montana maintain its reputation as an excellent, student-oriented institution. The present plan builds on those endeavors and proposes new programs and initiatives. Over a two-year period the RTF, with the support of a Retention Consultant, devised an informal institutional plan that involved targeting specific student populations, and developing key strategies and activities to improve retention rates. To accomplish this task the RTF formed implementation teams (one for each target population): First Year Implementation Team, Undeclared and Pre-Majors Team, Students of Color Team, Nontraditional Students Team, and two teams to address the concerns of students in general: Advising Task Force and Early Intervention Team. The teams were responsible for looking at data and creating action plans to support the
strategies. In addition, the consultant met with faculty and staff from the colleges and schools to engage participants in thinking about the experiences of students in their respective programs. Those program-level efforts have complemented the work of the RTF. Because promoting student success requires all sectors of the campus to collaborate, the responsibilities shown under Implementation Steps are often shared.

The approach taken in the plan recognizes that student success is multifaceted and begins well before a student arrives at college. Therefore, the plan for Improving Student Achievement and Success is organized around six issues associated with student success, including K-12 preparation, the transition to college, an integrated early curriculum in college, student engagement, student support, and faculty and staff development.

As part of the plan, an academic success center, the Office for Student Success, was created January 2009. Tasks assigned to the Office for Student Success include support of the development of an integrated early curriculum, coordination of academic services (such as advising, tutoring, developmental coursework), special programming for at-risk students, provision of technological support for advising and tutoring, assessment and evaluation of advising and academic support services, expansion of the early alert system, provision of training to staff and faculty to enhance advising and to ensure appropriate referrals, and management of a fund for innovations in teaching and learning.

The call to create the Office for Student Success emerged from several reports: a self-study from the Undergraduate Advising Center, an external evaluation of the Undergraduate Advising Center, recommendations from an Advising Task force, and the Partnering for Student Success plan. These reports demonstrate a sustained effort on the part of the University to assess and evaluate advising and academic support services across campus. They are reviewed below to provide an illustration of the organization of advising and academic support and the implementation of changes beginning in 2008.

The self-study for the Undergraduate Advising Center (submitted May 2007) underscored the fact that advising is “intimately related to student success and retention” (Habley, 2004), and maintained that, according to developmental theory, first year students need the most intensive advising assistance. As of 2007, the largest group of students in the Undergraduate Advising Center advising population were freshmen, about 1574 for Fall 2006. Academic advising for a large population of at-risk students is at the center of the [Undergraduate Advising Center] mission, as well as the education and supervision of a large number of student advisors who staff the walk-in advising program that is available to all undergraduates. At the beginning of 2008, the Undergraduate Advising Center was staffed by eight professional advisors with about 7.3 FTE, including a director. In addition, approximately 80 Peer Advisors, 16 to 20 faculty volunteers, three TRIO-SSS staff, three Davidson Honors College staff, and paid students contributed to advising on campus.

An external evaluation of the Undergraduate Advising Center was conducted by Dr. Cheryl Torsney (then Associate Provost at West Virginia University) in December 2007. Dr. Torsney concluded that “advising efficiency could be impacted by changes in organization structure and technology.” Recommendations from the report included modifications to the peer advising program, changes in orientation, implementation of online placement exams, investments in technology to support advising, creation of group
advising opportunities, expansion of the advising period, and additional support for faculty advising.

The Advising Task Force, an advisory committee to the Associate Provost, submitted a report in spring 2008. At a subsequent meeting on July 1, 2008, the Advising Task Force suggested revisions to the emerging plan for student success. Members of the Task Force suggested upgrading technological support for advising and tutoring and gathering quantitative data for assessment. They also suggested investigating the cost/benefits of adding graduate students to the mix of advisors, investigating the cost/benefits of expanding the advance registration period, adopting the philosophy of proactive advising (especially for probationary and reinstated students), and creating the position of Director of Student Success to coordinate all advising and retention programs.

The Office for Student Success, therefore, has been created to enhance student learning, academic success, and personal growth through inclusive engagement with The University of Montana community. The overall organization for advising for students continues to be a “split model” in which undeclared students are advised primarily by advisors in the Undergraduate Advising Center, along with other pre-majors such as first year pre-Business, pre-Communication Studies, pre-Nursing, and pre-Psychology. Approximately 1,600 students are classified as Undeclared or Pre-majors. Professional staff advisors at the Undergraduate Advising Center, their peer assistants, faculty volunteers, and staff advisors at the Davidson Honors College and TRIO-SSS meet with these students for advising. Students who have declared a major are advised by staff and/or faculty in their respective units. Reinstated students are advised either by staff advisors at the Undergraduate Advising Center or faculty/administrators in department or Dean’s offices. The Office for Student Success:

- Coordinates the activities of the Undergraduate Advising Office and those of faculty and other staff advisors in other units on campus;
- Oversees First Year programs such as FIGS, and Math PiLOT;
- Coordinates tutoring programs such as the Mathematics Learning Centers, The Writing Center, STUDY JAM;
- Collaborates with TRIO-Student Support Services
- Facilitates communication and cooperation between its own reporting units and other offices in Academic Affairs, such as the Registrar’s Office Early Alert warning program; and
- Collaborates with units reporting to Student Affairs, such as Enrollment Services, Residence Life, and Career Services.

The Executive Director in charge of the Office for Student Success has the important responsibility of assessing and evaluating advising and academic support, with access to data from Institutional Research and the Office of the Registrar as needed.
Professional advisors at The University of Montana in the Undergraduate Advising Center are conscious that advising is more than assisting students in selecting and registering for classes. Current theory and practice on campus goes beyond the developmental model and identifies advising with teaching, which requires professional judgment, training, and maturity. Students are required to meet with an adviser at least once per academic term. Students meet with their advisors to review academic progress, educational goals, and career options, as well as to determine course schedules for the next semester or next two semesters. Once an adviser approves a course schedule, a student receives his/her Advising Personal Identification Number (PIN) required for access to the online registration system. Each undergraduate student’s Advising PIN changes each academic term; the advising numbers are centrally generated, delivered to students, and stored for reference. Students are required to meet with an adviser at least once per academic term. Current theory and practice on campus goes beyond the developmental model and identifies advising with teaching, which requires professional judgment, training, and maturity. Students are required to meet with an adviser at least once per academic term. Students meet with their advisors to review academic progress, educational goals, and career options, as well as to determine course schedules for the next semester or next two semesters. Once an adviser approves a course schedule, a student receives his/her Advising Personal Identification Number (PIN) required for access to the online registration system. Each undergraduate student’s Advising PIN changes each academic term; the advising numbers are centrally generated, delivered to students, and stored for reference.
departments, and distributed to students by their advisors. Advising PINs are not required for access to Summer School or for post-baccalaureate or graduate students.

In January 2009, a modification was made to this procedure, on an experimental basis, to encourage students who had not pre-registered for spring semester to register even though they had left for winter break. Students were sent a postcard indicating that they had not pre-registered and that they could still register by contacting their adviser or, if the adviser was absent during the break, Griz Central (the one-stop office staffed with representatives from the Office of the Registrar, Business Services Office, Financial Aid, Admissions, Graduate School, and Residence Life). They would be given a temporary advising PIN for single use, and, once registration was completed, that record would be forwarded to their advisor(s) for approval. The adviser could subsequently meet with the student to make adjustments, as appropriate. More than 30 students contacted the Griz Central/Registrar’s Office and substantially more contacted the Undergraduate Advising Center.

Beginning in 2008, advances have been initiated to enable professional advisors to spend two-thirds of their time in face-to-face advising, including group advising, as a way to increase student’s engagement with advisors. Several programs (Four Bear, Students Tutoring Students) were reassigned to other offices and the Peer Advising program was modified. An interim Peer Advising program is in place to allow outstanding, motivated students to provide assistance to professional advisors (especially at group advising sessions), conduct pre-advising preparation for advisees, contact students for follow up clarification, and other duties. Peer Advising students receive credit for their work, and may in the future qualify for stipends for community service.

In addition, opportunities for professional development and career ladder prospects are critical to the development of advisors. Several advisors and advising administrators have attended and presented at meetings of the National Academic Advising Association (Summer Institute in Austin, Texas, 2008; Technology Seminar in Florida, February 2009; Region 8 meeting in Missoula, MT, April 2009).

Advising for majors is handled primarily by faculty advisers, although the School of Business, College of Education and Human Sciences, College of Forestry and Conservation; and some departments such as English and the Division of Biological Sciences, also employ professional advisers to assist faculty. Advising, as an extension of teaching, is the responsibility of tenure-track faculty members and is delineated in the Collective Bargaining Agreement and in the respective unit standards as one of the general activities to be taken into consideration in decisions about faculty promotion, tenure, salary increment, or retention. Advising is addressed in all programmatic Unit Standards and is to be assessed for effectiveness by Student Evaluation Committees. It is expected that faculty will be accessible to students, will serve as mentors, and will assist students in their exploration of the discipline and profession. Several incentives are available to recognize outstanding advising activity, including the annual Outstanding Faculty Advising Award ($1,500 stipend) and the Outstanding Service to Students Award for staff ($1,500).
ACADEMIC SUPPORT

Many programs are in place to assist students with academic issues, especially for freshmen. Many of these programs have a long history at The University of Montana (such as Freshmen Interest Groups), and others have been established or enhanced as part of the Partnering for Student Success plan.

Early Alert

In fall 2007 the University instituted an Early Alert process to identify students who might be having academic difficulty and provide assistance so that these students could have a successful semester. Although it might appear that the Early Alert process is a monitoring system, the critical aspect is that students and their advisers receive timely notification, which allows advisers to contact students and provide academic assistance and/or referral. Instructors in 100- and 200-level courses use the midterm grade function in BANNER to assign students with a DEF (deficient) grade after the third week of classes. The DEF may be used to signal that the student is not attending the class, that he/she did poorly on an exam, that the student did not complete homework, or other indication of a problem. Adisors are also provided a guide that outlines many of the reasons that students may be struggling, such as inadequate preparation for the course content and requirements (e.g., lack of the math background to succeed in Inorganic Chemistry), financial considerations, mental health issues, learning disabilities, and/or lack of motivation. Contact information for referrals is included in the guide. The number of DEF grades submitted by instructors has increased over the two years the Early Alert program has been in place, primarily because more instructors are participating. Analyses of the Early Alert system have been conducted in specific areas such as its relationship to math placement compliance and the types of courses in which DEF grades are common, in order to maximize students’ access to helpful support options.

An analysis completed in fall 2007 focused on outcomes for students who received DEF grades in a host of courses (Exhibit RE 2A-10). The analysis calculated a DEF grade Recovery Index (DRI), which is the ratio of the successful completion rates for students who received a DEF grade and those who did not (NO-DEF students). For example, if NO-DEF students in a course have a successful completion rate of 75%, and DEF students have a successful completion rate of 25%, then the course has a DRI value of 3.0. The analysis revealed a broad array of DRI values, ranging from a low of 1.1 to greater than 20. Those courses with a high DRI frequently were in Mathematical Sciences or for a class in which advanced math proficiency is required. Intermediate Algebra, for example, surfaced as a course in which a poor beginning (as indexed by a DEF grade) predicted poor performance. In response, a number of interventions were put into place, including the opportunity to switch from a traditional letter grade to credit/no credit, referral to STUDY JAM, and greater emphasis on advising students to follow placement recommendations. In some classes, such as Introduction to American Government or International Relations, the early alert was sufficient. Students were able to catch up or apply greater effort and succeed in the course.
**Freshman Seminar**

Seven or eight sections of Freshman Seminar are offered each fall semester, serving approximately 130 entering students. Freshman Seminar, UNC 101, is a two-credit, 10-week course offered each autumn (Exhibit OSM 2A-03). UNC 101 teaches fundamentals of critical thinking through analytic readings, discussion, library research, and both formal and informal writing. Freshman Seminar offers small sections, and utilizes academic bootstrapping to demystify the transition into college for new students. The class is taught by instructors with master’s degrees, at minimum, in a variety of disciplines. Characteristics of Freshman Seminar that make it particularly useful for entering students include: small class size (no more than 16 students per section); instructors who are genuinely interested in mentoring new college students; an opportunity to gain necessary college survival skills (e.g., library research, group collaboration, critical analysis); shorter course time frame, allowing students additional time to study as the final exam period approaches; opportunity to hone writing skills; and student-led discussions of student-selected topics. The College of Technology offers a comparable course, AASC 100, Introduction to the University Experience.

While Freshman Seminar embodies many important characteristics, as part of the Partnering for Student Success plan, discussions are underway about whether to restructure or add to Freshman Seminar offerings, especially in light of larger campus discussions of an integrated “big ideas” curriculum. Advising literacy and other academic planning issues are under consideration as added offerings. More faculty involvement will be critical if theme-specific sections of the Freshman Seminar are adopted to conform to a new “big ideas” curriculum.

**Learning Strategies Coursework**

Fourteen or more sections of Curriculum and Instruction (C&I) 160, “Learning Strategies for Higher Education,” are offered each year. Ten of these are funded by and available only to students eligible for the TRIO-SSS program. These serve 250 students. The other four sections of this course are available to the general student body and serve about 100 students annually. In addition, the COT offers two such courses, AASC 100 (Introduction to the University Experience) and AASC 105 (Deciding Majors and Careers). These courses are offered primarily for A.A. majors, but other students are eligible for enrollment.

**First Year Interest Groups**

First Year Interest Groups (FIGs) have been a part of introducing new students to campus since 1993. A FIG consists of up to 20 first year students who are co-enrolled in three to four courses loosely related around a common theme, and also in a one-credit seminar. The foundational courses in the FIG are existing University courses that include students at other levels and may be quite large. The seminar course, however, is limited to FIG students and it is led by an undergraduate senior known as a FIG Leader. There are FIGs to suit students with different interests. Some are designed for students with specific majors or careers in mind; most are intended to introduce students to general education subject areas that interest them. The three to four general education courses in each FIG are selected because they fit together conceptually. The program has also begun to branch
out and offer FIGs for students at the College of Technology Campus, and FIGs designed to address “big ideas,” in addition to traditional academic disciplines. For example, the fall 2009 semester saw the introduction of a “Global Climate Change” FIG.

The FIG program has undergone some significant changes since spring 2008, growing in number and in academic focus. A total of 37 FIGs were offered in fall 2009, compared with 21 for fall 2007. Although FIGs are not mandatory, about one-quarter of entering first year students now choose to join one. Initially, the role of the FIG seminar was primarily social; to help FIG students get to know one another and be introduced to campus resources (e.g., Career Services, student organizations and clubs) by the FIG Leader who served as an organizer of social activities outside of class. Since spring 2008, the academic rigor of FIGs has increased because of stronger and better-trained student leaders and cultural change throughout the program. That is, the original FIG program had a positive effect on student retention, but it had the potential to play a more significant role in introducing students to the academy. The program was remodeled to introduce more academic rigor and intellectual challenge to the FIG program. To accomplish this, the role of the FIG Leader changed markedly. The FIG Leaders are trained in a seminar in the spring semester. The director of the FIG program and a faculty librarian co-teach the seminar, and preparation for both academic and social leadership is woven into the course, with particular attention given to effective pedagogy. Each FIG Leader must develop a well-articulated course theme, a detailed syllabus, a battery of lesson plans, a semester plan that includes class visits from the FIG program director, and mentorship by a senior faculty member. When the fall semester begins, the FIG Leaders have a clear course structure and specific outcomes to accomplish. The FIG seminar is intended to help first year students by:

- Introducing them to foundational academic skills, such as critical reading, critical thinking, collaborative learning, and effective participation in class discussion;
- Offering early exposure to the principles of information literacy that UM and the Mansfield Library have identified as keys for student success;
- Inspiring them to plan ahead for both their college and career options; and
- Building social and intellectual relationships, as well as academic support systems.

Collaboration with the Mansfield Library has improved the FIG Leaders’ ability to facilitate productive discussion and to introduce first year students to substantive library investigation. All of the FIG Leaders also arrange out-of-class activities that help new students become better acquainted with each other, the faculty, and campus resources. Departmental collaboration with the program varies across campus, but many faculty and academic programs are intimately involved with the design and execution of the FIGs, and Faculty provide tremendous mentorship and support for FIG Leaders.

Assessment of students’ progression at UM reveals that FIG students are also more likely than non-FIG students to return the following year (8 percentage points higher for the 2000 cohort). The University is in the process of tracking retention in subsequent years, as well as graduation rates and GPA, for each of these groups.
Athletic Academic Services

In a cooperative effort between Intercollegiate Athletics and Academic Affairs, the Athletic Academic Services program provides support to student-athletes as they pursue degrees at UM. The Athletic Academic Services program is within the Department of Intercollegiate Athletics but is housed in the Undergraduate Advising Center to maintain cooperation with campus advising. A major priority of staff is academic advising, which involves course selection to fulfill UM’s general education and graduation requirements, while working closely with faculty members. In addition to meeting UM’s academic requirements, student-athletes must fulfill academic requirements mandated by the Big Sky Conference and the NCAA. Monitoring this involves routine checks of student-athlete’s cumulative GPA, credit hours successfully completed, and work towards a specified degree program. Some of the other services available to UM’s student athletes are fully funded tutoring to enhance their academic success and referrals to other campus resources such as Disability Services, Career Services, multicultural offices, and health and counseling services. The Jacobson Academic Center provides student-athletes with computer access, study space, and free printing Monday through Friday, 7:30 a.m. to 6:00 p.m. Assistance is also provided with team travel and priority registration.

Athletic Academic Services also provides workshops for all new student-athletes during their first year to help ease the transition to college. These workshops cover a variety of topics including time management, academic goal setting, study skills, writing and reading skills, and an introduction to other campus resources. For upperclassmen, career workshops are offered on various topics such as writing effective resumes, pursuing graduate degrees, interviewing techniques, and networking. A user-friendly website is maintained by Athletic Academic Services to provide student athletes with up-to-date information such as academic and career related events, deadlines, and Griz in the Community.

Four-Bear Program

The Four-Bear program was initiated at The University of Montana in 1995. This four-year graduation plan is designed for students committed to eight consecutive semesters of full-time study at The University of Montana. It gives the student registration priority beginning his or her first registration period after signing the Four-Bear contract and pays incidental and mandatory fees past the planned graduation time provided the student has met all conditions. If a student is not meeting the conditions as set forth in the Four-Bear contract, he or she is dropped from the program, but no other penalties are incurred.

Since inception of the program, more than 7,000 students have registered for Four-Bear. In recent years, about 500 to 600 students enroll in Four-Bear in the fall. Approximately 55% of the students who enrolled in Four-Bear have graduated in four to six years, although only about 10% of the students maintain their membership in the program through to graduation. As students progress in their major, the need for priority registration is not as critical for access to particular courses.

Overall, the Four-Bear program contributes to progress and graduation among students at The University of Montana. Students elect to participate in the program, so it is not surprising that the graduation rate for students who enroll in Four-Bear is higher than that
of students who do not participate. However, even when students do not maintain enrollment in the Four-Bear program, there are lasting effects. Because such students maintained full-time status during their first several semesters or years at UM, they are in excellent position to complete their course of study in a timely fashion. Entering the Four-Bear program serves to propel students along the trajectory for persistence and completion.

**International Student Advising**

The University of Montana enrolls a diverse group of students, with students from more than 72 different countries. The foreign student enrollment is over 500 students. The Foreign Student and Scholar Services Office (FSSS) provides advising on government regulations and a wealth of services. In addition, an adviser at the Undergraduate Advising Center is responsible for cultural transition counseling and academic advising for foreign and U.S. minority students. A cross-cultural class, Anthropology 104, is offered as part of the spectrum of services for students who are interested in examination cultural differences, dissonance, and resolution in greater depth. The multicultural adviser may arrange for extended test-taking or use of non-discipline-specific dictionaries during testing, advising assistance and orientation training to FSSS and the Office of International Programs’ English Language students, and cross-cultural training for UM Advocates and students who intend to study abroad.

**The Writing Center**

The Writing Center (TWC) exists both to help students become more proficient, flexible writers as they move through the curriculum and to promote writing across-the-curriculum activities by consulting with faculty, visiting classes, providing discipline-specific workshops, and partnering with various programs on campus. In effect, TWC is poised to bolster student retention efforts and to effect significant improvement in student performance across their academic tenure. The main activities TWC performs include:

- Face-to-face tutoring
- Online tutoring
- Upper Division Writing Proficiency Assessment tutoring
- Upper Division Writing Proficiency Assessment administration
- Writing workshops across the curriculum
- Faculty workshops and consultations
- TRIO mentorship workshops and tutoring
- Writing course instruction

The Writing Center offers free one-one-one tutoring and workshops to undergraduate and graduate students. Since TWC’s inception, student use of the center has grown from 1,599 student appointments during AY 2002-03 to approximately 4,000 student appointments during AY 2008-09. The Director of the Writing Center and seven professional writing tutors help students plan, execute, revise, and edit any piece of writing at any stage of the writing process. Because dialogue is at the heart of social learning behaviors and because tutoring is an enactment of the social nature of learning, the tutorial setting in the face-to-face meetings is centered on evolving one-on-one conversation that invites students to rehearse the strategies that will make them successful
STANDARD TWO: PROGRAMS

writers. Through dialogue, the tutor guides the student to develop strategic knowledge of how to compose a piece of writing within the constraints of a particular writing task and within the parameters of the student’s own contributions to the conversation. This “tutorial talk” affords the student a unique and non-evaluative space in which to explore ideas and rehearse strategies. In effect, students are led to become more independent writers capable of using writing as a tool to learn and communicate in courses across the curriculum. The Writing Center’s Annual Report for AY 2008-09 is included in Exhibit RD 2A-02.

During AY 2008-09, The Writing Center offered face-to-face tutoring in the Liberal Arts Building, the Mansfield Library, and at the COT east and west campuses. The Writing Center also expanded its services to include a peer writing tutoring at STUDY JAM, staffed by undergraduate peer tutors who were enrolled in an Honors course taught by the Center Director. The undergraduate peer tutors are the first of their kind at UM and some will continue to work during Academic Year 2009-10 under the supervision of the Director.

During spring 2009, in an effort to keep pace of national trends and evolving student needs, TWC launched an online tutoring forum. Funded by a Montana University System grant, this new online tutoring forum aims to preserve the social, dialogic nature of the tutoring session through a synchronous online tutoring experience. By using an appointment-based system that invites students into a virtual tutoring session, TWC engages online students in real-time conversations about their writing, helping them to become more effective and versatile writers. Synchronous tutorial delivery marks UM’s Writing Center as one of the few writing centers across the country embarking on a form of online tutoring that preserves the live nature of the dialogue. In partnership with UMOline, TWC will continue to provide online tutoring to all students during the 2009 Summer Session and to online students during Academic Year 2009-10.

In addition to facilitating writing tutoring and instruction across the curriculum, The Writing Center administers the Upper division Writing Proficiency Assessment exam, offering and scoring the exam six times each year. Students make appointments with writing tutors in order to prepare for the exam during the two weeks prior to each exam.

STUDY JAM

In fall 2008, an analysis of the peer tutoring program, Students Tutoring Students (STS), was initiated. The model used by STS required students to pay a small fee ($4.50 per hour) for individual tutoring sessions, with the STS program paying the difference in tutor wages. In Academic Year 2007-08 more than 47 tutors were available for more than 100 courses, with approximately 650 students seeking the service. The quantitative analysis focused on the number of students using STS, the number of peer tutors and their earnings, whether students benefited from tutoring sessions, and whether the funds and personnel resources were being used effectively and efficiently. The analysis revealed that although a large number of students sought tutoring the average tutee received only 5.1 hours of tutoring, individual peer tutors realized only 12 hours of tutoring opportunities on average, and the overhead expenses required to organize tutoring (e.g., sales of redeemable tutoring tickets, tutor training, record keeping) were disproportionate. Therefore, in October 2008 a new program, STUDY JAM, was created to take the place of STS. The Division of Student Affairs provided space in the University Center three
evenings a week for the use of students and tutors. Study tables are set up for specific courses (e.g. Chemistry – CHMY 141N), based on student and/or faculty requests. In the first semester, more than 1,100 students used the new tutoring service for the 10 weeks it was in session. In spring 2009, student use remained at those levels. The Writing Center added a Writing Table to the constellation in March 2009 to expand their outreach. An analysis of students’ completion of courses and their grades in those courses will be undertaken once the first year of the program is completed.

**Math PiLOT**

A program called Math PiLOT was established in 2007, in response to analysis of students’ placement, performance, and persistence in introductory math courses. The program is funded jointly by the Office of the Provost, the College of Arts and Sciences, and the Department of Mathematical Sciences. Organized under this program are the Mathematics Learning Centers, Math Skills Refresher Workshops, outreach to mathematics “abstainers,” and special advising for students with problems in mathematics coursework. One of the first accomplishments of this new program was expanding the Mathematics Learning Center by providing a second location in the Mansfield Library with expanded hours for students in developmental mathematics and non-calculus track tutoring. In AY 2007-08, more than 450 students visited the Math PiLOT advising office seeking a variety of advising services. Many of these students are nontraditional students and students with disabilities. Counseling interventions have included: informing students of services and tutoring; administering gateway exams to students who missed the in-class assessment; recommending resources for brushing up on mathematics skills; and helping students add or drop a mathematics course. Students seek advising on their own, or are referred by faculty, departmental and professional advisers, or fellow students.

**Probation and Readmission Advising**

If a student’s cumulative grade point average falls below 2.00, he/she will be academically suspended at the end of the semester, and will not be reinstated without approval of the academic Dean of his/her school or college. To obtain this approval, the student must complete several steps, including meeting with a reinstatement adviser in his/her major academic department to prepare an Academic Reinstatement Plan that addresses both the academic and out-of-classroom issues that influence student success. Students who have not declared a major meet with the Reinstatement Adviser in the Undergraduate Advising Center. The meeting serves as an opportunity for the student and adviser to explore the reasons for poor performance in the past, and develop strategies to address the identified issues. For example, an Academic Reinstatement Plan often includes referrals to free, drop-in math tutoring, the Financial Aid Office, and study skills courses. A student who is denied reinstatement may appeal this in writing to the University President within 10 days of receiving the notice of denial. If a suspended and reinstated student has not attended UM for more than two years, the student must complete an application for readmission through the Registrar’s Office.
TRIO-SSS

TRIO Student Support Services is a federally-funded (U.S. Department of Education) program that provides academic support for eligible UM students. Students are eligible if they are low-income; come from homes in which neither parent completed a four-year college degree; or have a documented disability. Between 35 and 40% of UM’s undergraduate students meet at least one of these criteria. The project is funded to serve 375 active participants per year. In Academic Year 2007-08, the project served 390 students, while 536 previously served students were still enrolled at UM pursuing a four-year degree but did not require any services of the program.

Two TRIO-SSS instructors teach 10 sections per year of a study skills course, Learning Strategies for Higher Education. The project requires students to complete this course successfully to be eligible for other project services. Enrollment in each section is limited to 25 students to permit a high level of interaction with the instructor and among students in the class. Primary skills taught include effective use of memory, time management, note taking, reading, understanding learning styles, and exam preparation/test-taking skills. In addition to the Learning Strategies class, the project offers a walk-in tutor center 32 hours per week covering all first year math courses and selected General Education courses based on demand; academic advising for 130 – 145 participants who do not have a declared major; help with financial aid issues; and assistance with academic major choice and career exploration.

The funded objectives of the program since Academic Year 2005-06 include the following: 80% of active participants will be in good academic standing at the end of the academic year and eligible to enroll for the subsequent year; 70% of active participants in any year will enroll for fall semester of the subsequent year; 35% of students who are new to the project each year will graduate within six years of their enrollment in the program. The first two objectives have been met or exceeded for the past three years. The six-year graduation rate for project participants has been 34%, 34%, and 32% for these three years.

![Tutoring Session in TRIO Library](image)
ASSessment AcrosS the InStitution

A second area for emphasis throughout this standard is Assessment. Since the last accreditation visit, The University of Montana has increased efforts and realized progress toward its assessment goals. In 2000, the General Recommendations from the site visitors included one focused on assessment:

Recommendation 2: The Committee found that the University has made a promising start in instituting plans for program assessment. However, the results to date vary significantly from one department to another. Some departments have long-standing assessment plans which have been in use long enough to yield assessment data useful in bringing about process improvements on both the program and divisional levels. Other departments have yet to accumulate useful data or to use the assessment data in program improvement. The Committee recommends that the University continue and intensify its efforts in this area, so that the requirement for effective assessment plans can be met in all programs.

The site visit of 2005, therefore, addressed the University assessment program and issued a Commendation and a Recommendation:

Commendation 4: The University has done a commendable job in ensuring that assessment is a continuous activity and integrated into academic programs’ educational efforts. It appears that all academic units and programs are engaged in assessment efforts. The process is well articulated and has been streamlined to help in its implementation. Results from national surveys and other assessment activities have resulted in several initiatives to improve student experiences. Curriculum proposals require articulation of student learning outcomes and an assessment plan. Support units, including the Division of Student Affairs and the Library, have developed assessment plans that are an integral component of their programs.

Recommendation 2: While the university has made considerable progress toward consistency in implementation of assessment efforts, additional work is needed in some units to ensure that programs and curriculum are evaluated in the context of assessment results. The university needs to assure that assessment results are monitored over time and articulated back through the curriculum, and that the general education curriculum is assessed as an integrated whole in relationship to the goals of the general education program. Additionally, the university needs to develop a process to communicate program-level objectives and outcomes to students.

In order to make informed decisions, faculty, staff, and administrators at The University of Montana are involved in assessment activities at every level. At the institution level, these activities are organized around seven major assessment categories:

1. Undergraduate Academic Quality and Student Success,
2. Graduate and Professional Programs Quality,
3. Research and Creative Scholarship
4. Contributions to the Community (Local/Regional/National)
5. Institutional Efficiency and Effectiveness
Enrollment Management, and
7. Institutional Prominence.

These categories reflect areas identified by the Board of Regents, as well as the University’s Mission. Outcome measures for these categories include both direct and indirect tools, such as retention and graduation rates, assessment of learning outcomes, surveys of student engagement, dollar volume of research grants, research-based contributions to societal issues, lifelong learning opportunities, energy savings, tuition comparisons, and rankings and classifications see Institutional Assessment Matrix (Exhibit RD 2A-01).

Individual units that provide academic or social support to students also engage in assessment, as described in Standard 3: Students for the divisions within Student Affairs. With regard to the Educational Program and its Effectiveness, assessment of student learning goals in the general education curriculum was described earlier. Those assessment activities continue to be expanded each year to ensure that all of the Groups are assessed regularly. Finally, assessment at program or department level is conducted to determine whether students are meeting established learning outcomes.

PRINCIPLES OF ASSESSMENT

As the University has developed, implemented, and reviewed its assessment goals and procedures, these principles have emerged:

- An assessment plan should be comprehensive in scope, but specific assessment projects should be targeted, allowing for a flexible and dynamic system that can be modified to include new goals and concerns.

- Assessment should combine centralized and decentralized activities. For academic assessment, in general, statements of goals and objectives are to be developed by faculty within units, and activities should maximize the role of faculty in the assessment process. A comprehensive assessment of students’ overall performance can be carried out at a more central level.

- Assessment should incorporate multiple measures, including direct and indirect measures. Each unit should develop its own approach to assessment.

- Assessment should be aimed at evaluating programs and identifying areas of excellence and areas for improvement. Neither the performance of individual faculty or individual students is to be evaluated.

- Assessment results should be used recursively so that results are used to improve programs and student success.

- Assessment activities should encompass in their design findings from research, and those responsible for assessment should be knowledgeable about relevant research. Workshops and other presentations and information should be made available for all those planning and implementing assessment activities.
Assessment is an evolving process that builds on past practices combined with experimentation and change to yield improved practices. Assessment should be built on the ongoing efforts of faculty and staff to enhance students’ learning and experiences at the University and institutional contributions to research and community outreach.

To assess students’ academic and personal growth at The University of Montana, assessment objectives have been identified. These include:

- To ascertain the knowledge and skills, values, and expectations of entering students.
- To evaluate growth in students’ knowledge and skills from their participation in general education coursework.
- To evaluate growth in students’ knowledge and skills from their participation in the coursework and programs offered in their major fields of study.
- To delineate what factors are related to students’ progress and graduation.
- To discover how students view their educational experience and to determine how satisfied they are with the adequacy of their preparation for the future.
- To measure students’ success in employment and/or further education.

**ANNUAL ASSESSMENT REPORT**

Beginning in 2009, The University of Montana has committed to producing an annual Institutional Assessment Report annually that evaluates progress on the seven major assessment categories. A summary of assessment outcomes across the institution is presented in the assessment report, as a part of a larger cycle of strategic planning, budgeting, and assessment that is critical to the ongoing success of The University of Montana. The complete 2009 Institutional Assessment Report is posted on the strategic planning website with an executive summary published and distributed across campus and to the Board of Regents and other bodies. The report and executive summary are also available as Exhibit RD 2A-01.

**Voluntary System of Accountability**

The University of Montana played an active role in developing and launching the national Voluntary System of Accountability project. The Associate Vice President for Planning, Budgeting, and Analysis, served on the national VSA Project Task Force on Campus Engagement that identified the best instruments to measure student engagement, specifically evaluating the National Survey of Student Engagement and selecting the data points for inclusion in the College Portrait.

College Portrait is a template for providing information such as statistics on the student body, the costs of college, graduation and retention rates, and results from standardized tests that measure student engagement and learning. The University of
Montana already uses two of the tests adopted by the Voluntary System of Accountability, specifically the Collegiate Learning Assessment (CLA) beginning in AY 2004-05, and the National Survey of Student Engagement beginning in 2000.

**Collegiate Learning Assessment: Assessment in Context**

The University of Montana participated in the CLA in 2006-07, to assess whether students were attaining strong analytical, quantitative, information, and communication skills; a deep understanding and hands-on experience with the methods of disciplines that explore the natural science, social science, and cultural domains; multicultural knowledge; collaborative problem-solving skills; a proactive sense of responsibility for individual, civic, and social action; integrative thinking, and application of skills across domains. The results of the CLA, included in Exhibit RD 2A-01, indicated that UM freshmen entered college performing “as expected,” given their ACT/SAT scores. The CLA report tabulates the results from the seniors, indicating the following:

“Based on the average SAT scores of freshmen and seniors sampled at your institution, we would expect a difference of 146 points on the CLA. This difference is our estimate of the expected value added at your school. The difference between how your seniors scored (1204) and freshmen scored (1036) was 168 points, which places you in decile group 8. As such, you performed better than 70% of four-year institutions.”

The University will reassess students using either the CLA or other measure of critical thinking skills (CAAP, MAPP) on a schedule determined in the Institutional Assessment Plan and in accordance with the Voluntary System of Accountability. A test validity study released recently by the Association of Public and Land-Grant Universities (fall 2009) indicates that “across test constructs, response formats, and test publishers—correlations are generally high at the school level, adjusted effect sizes are consistent, and school-level reliabilities are high,” allowing the selection of the instrument that best fits the needs of the University (Exhibit RD 2A-01).

**Assessment of Library Services and Students’ Use**

The Maureen and Mike Mansfield Library administered LibQUAL+ surveys in 2003 and 2006. The survey, sponsored by the Association of Research Libraries, is a proven and reliable instrument for assessing academic libraries’ services and resources. The results from this survey, together with other data regularly collected by the library, affirm that the Mansfield Library continues to be valued and relied upon by the campus community. Library use is changing in ways that reflect trends seen in academic libraries across the country.

The LibQUAL+ survey data indicate that services and collections at the Mansfield Library have shown improvement, both in general satisfaction indicators and in information literacy outcomes. Highlights from the 2006 survey indicate that the Mansfield Library most closely met desired service levels of the campus community in the following categories:

- Convenient service hours;
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- Community space for group learning and study; and
- Employees who deal with users in a caring fashion.

Survey respondents identified the following categories as areas of most importance:

- Print and/or electronic journal collections;
- A library website that makes it simple to locate information; and
- Making electronic resources accessible externally.

A detailed narrative analysis and accompanying tables are available as are the full reports for the 2003 and 2006 surveys provided by the Association of Research Libraries. The Library incorporates these analyses along with other assessment data to inform program decisions and strategic planning. Another LibQUAL+ Survey is planned for spring semester 2010.

National Survey of Student Engagement

The University of Montana participated in the National Survey of Student Engagement (NSSE) project in 2000, 2002, 2004, 2006, and 2009. (The schedule was modified to reflect the recommendations from the Voluntary System of Accountability and to allow consideration of the data and discussion of ways to improve in specific areas, rather than repeated testing with little opportunity to effect change between surveys.) Although the survey does not address questions about what students have learned during their college experience, it does explore whether and how often students participate in activities that are important to engagement and student learning. Results from the NSSE instrument, included in Exhibit RD 2A-01, allow the University to enhance the quality of undergraduate programs in the areas of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment.

Data obtained during the 2006 survey were incorporated, in the Voluntary System of Accountability report, in the areas of:

- Group Learning Experiences,
- Active Learning Experiences,
- Institutional Commitment to Student Learning and Success,
- Student Satisfaction,
- Student Interaction with Campus Faculty and Staff, and
- Experiences with Diverse Groups of People and Ideas.

Areas of concern have been identified and members of the Retention Task Force and subcommittees were provided NSSE data for use in construction of the retention plan Partnering for Student Success. Attention is paid to overall mean comparisons and to differences between freshmen and seniors in comparison to their peers and one another. For example, in the 2008 NSSE report freshmen were significantly less positive about their academic advising experience compared to those at peer institutions, while seniors’ perception of the quality of advising was equivalent to their peers. This pointed, again, to concerns about advising for first year, especially undeclared students.
Statistical comparisons across 2002, 2004, and 2006 were made to determine whether any areas showed consistent improvement across the three surveys. Those areas showing statistically significant improvement trends included: use of technology (using email to communicate with an instructor, using computing and information technology), critical thinking skills (thinking critically and analytically), analyzing quantitative problems, and community engagement (voting in local, state or national elections). Results from the most recent NSSE survey were made available in late 2009. These results and comparisons to earlier surveys were presented to the academic officers at one of their weekly meetings and posted online at the assessment portion of the strategic planning website.

Faculty Survey of Student Engagement

In 2008, faculty at The University of Montana participated in the Faculty Survey of Student Engagement (FSSE). According to the vendor, the FSSE is designed to complement the National Survey of Student Engagement, so it was adopted to replace the Higher Education Research Institute survey that had been used in the past. However, although the combined FSSE-NSSE report presented faculty results side-by-side with student results, allowing institutions to identify areas of correspondence as well as gaps, statistical comparisons are not possible given the variation in questions posed to faculty and to students. The data do allow for summaries regarding how faculty invest their time, what they expect of students, how lower division and upper-division coursework differs, and their perceptions of their students’ efforts and engagement. Differences among upper- and lower-division coursework are instructive: for example only 35% of faculty reported that “working on a paper or project that requires integrating ideas or information from various sources” was “very important” at the lower division level, while 54% thought it was “very important” at the upper division level. In contrast, “examine the strengths and weaknesses of their views on a topic or issue” was equivalent across all possible answers (not important, somewhat important, important, very important) at both the upper- and lower-division level. These data have been shared with the academic officers and they will be used to organize discussion at a workshop for department chairs.

Curricular Assessment at the Program/Department Level

In the following sections, assessment will be discussed primarily in relation to academic departments, General Education coursework, and retention efforts. Discussion of broader goals for General Education includes reference to assessment efforts and changes in the curriculum and education practices.

Assessment of students’ progress toward their selected majors is primarily conducted at the department (or program) level. Every academic department at The University of Montana submits an assessment report to the Office of the Provost each year for consideration by the Assessment Advisory Committee (comprising faculty members from across the University, the Associate Provost for Undergraduate Education and Policy, and a representative from Student Affairs). The report summarizes assessment activities and provides information about curriculum changes and/or organizational structure adjustments in response to assessment data.

In brief, every department outlines up to five student learning outcomes in response to the question, “What do you want the student who completes your major to know and be able
to do?” Each department also provides a list of measures used to assess students’ learning and a list of program-level changes that have been made. The Assessment Advisory Committee evaluates these reports using six criteria given below. As part of its ongoing review, in January 2008, the Assessment Advisory Committee considered the Assessment Reports submitted by academic departments in fall 2007. Specifically, the committee scored each department’s report using a four-point rubric (1 = poor, 4 = excellent) on the following questions:

1. Is there a mission statement? Is it well articulated and assessable (measurable)?

2. Does the department report a set of objectives/goals/outcomes? Do these fit the mission of the department and are they measurable? Is there a clear focus (e.g., service, research, student learning)?

3. Does the department use performance-based measures (e.g., pre- and post-tests, essays, oral reports, external data such as GRE scores) specific to the stated student learning goals, in addition to more indirect measures such as students’ self-report?

4. Does the department use/report in-class assessment techniques to evaluate students’ progress toward the desired learning goals?

5. What has the department changed (e.g., curriculum, student learning goals, programmatic direction, instructional strategies/delivery) in response to information/data obtained with measures of student learning goals?

6. What are the plans for continued assessment?

Each department received a memo from the committee outlining concerns that were elicited by the review process for all departments, and additional information regarding that particular department. An example of an Assessment Advisory Committee memo of evaluation is included in Exhibit RD 2A-01. 22% of the departments received a score of “good” or “excellent” in all areas; 44% received good or excellent in all but one or two areas, usually in future plans for assessment. 10% of the departments were notified that they needed work in more than four areas. Committee members volunteered to meet with those departments and meetings were scheduled at the request of the department Chair.

Before or during the review process, a number of departments contacted the Associate Provost for help in their assessment activities. Several examples, selected to illustrate how departments have responded to the areas of concern, follow:

**Example 1, Liberal Studies Program**

The Liberal Studies program received poor or fair scores in five categories. In response to committee feedback, the faculty created a Common Knowledge Quiz, as well as a writing scoring rubric to determine whether students are meeting the program’s second learning outcome: “To write clearly and cogently, with subtlety and accuracy, and to construct arguments with skill.” In the process of assessment, the faculty also discovered that their majors were not a cohesive group of students. Therefore, they are linking a section of an introductory course (Introduction to the
STANDARD TWO: PROGRAMS

Humanities) to a Freshman Interest Group, and they have modified the curriculum in several significant ways. In particular, they are requiring students to revisit texts studied in the introductory level course by placing such material in a capstone course. Students who read *Hamlet* in Introduction to the Humanities will read it again at the senior level, now in conjunction with the Hindu scripture. The rationale is that “Teaching any novel that some students have already read can offer an opportunity to engage in a more intensely dialogic exercise, for one can coax students to juxtapose the memory of the first reading…with subsequent ones” (Miller, 2007, p. 52).

**Example 2, Department of Geosciences**

Similarly, the Department of Geosciences, which needed improvements in five areas, launched a strategic planning exercise in fall 2007, before obtaining the recommendations from the Assessment Advisory Committee. They drafted a new mission statement, reconfigured the B.S. degrees, and implemented assessment of the new student learning goals. A joint degree now established in International Field Geosciences with the University of Potsdam in Germany and Cork University in Ireland provides a model for other degree programs. The joint degree program requires hiring an independent assessment specialist, and the assessment plan includes formative and summative assessments such as:

- Number of students;
- Number of peer-reviewed publications;
- Scholastic records of degree-seeking students;
- Student persistence; completion rates;
- Scaled survey and free response questionnaires;
- Standardized pre- and post-tests to test proficiency in Geosciences, languages, and cultural competence;
- Entrance and exit interviews; and
- Focus groups.

Beginning in fall 2008, departments and programs were asked to intensify assessment efforts and better document their efforts in this critical area. The Assessment Advisory Committee modified the format of the department Assessment Report template to allow departments to show more directly the link between performance measures used to assess specific student learning goals, and to provide samples of student performance measures and scoring rubrics (Exhibit RD 2A-01).

A chairs’ workshop was held on October 1, 2008, with the specific aims of introducing the materials and providing an opportunity for chairs to collaborate when their respective disciplines might share common approaches to assessment. Each year at least one workshop for chairs focuses on assessment (e.g. *Principles and Profiles of Good Practice in Assessment* (online seminar), September 23, 2009).
GRADUATE PROGRAM

OVERVIEW

The University of Montana is one of two doctoral granting institutions authorized by the Montana Board of Regents of Higher Education. It has offered graduate programs across many different disciplines and interdisciplinary areas for many years including areas such as biology, forestry, anthropology, business, and law. Graduate education is clearly recognized within the mission of the University. Currently UM offers 16 Ph.D., three Ed.D., three professional doctorate, 20 M.A., 18 M.S., four M.F.A., two M.Ed., seven professional master’s, and two educational specialist degrees, and four graduate certificate programs. Many of these programs have options within them. A complete list of the various programs is on the Graduate School website. Over the past several years the number of graduate degrees has been slowly growing as new opportunities have been recognized and implemented. Much of the growth has been in the biomedical sciences as the College of Health Professions and Biomedical Science has expanded its research programs.

Graduate programs at UM are administered through the Graduate School, which is overseen by the Associate Provost for Graduate Education. While the Graduate School provides administrative oversight and basic standards for all graduate programs at UM, individual departments, schools and colleges are responsible for development of objectives, admission standards, curricula, and graduation requirements for individual programs, with all curricular programs and policies reviewed and approved by the Graduate Council, a standing committee of the Faculty Senate. Graduate programs are evaluated periodically by outside reviewers, the Graduate Council, the Faculty Senate, and members of the Provost’s Office on a program review schedule administered through the Office of the Provost.

New Programs Since the Last Accreditation

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Degrees Offered</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neuroscience</td>
<td>M.S., Ph.D.</td>
<td>2000</td>
</tr>
<tr>
<td>Social Work</td>
<td>M.S.W.</td>
<td>2000</td>
</tr>
<tr>
<td>Environmental and Natural Resources Law</td>
<td>Certificate</td>
<td>2002</td>
</tr>
<tr>
<td>Toxicology</td>
<td>M.S., Ph.D.</td>
<td>2002</td>
</tr>
<tr>
<td>Public Administration</td>
<td>M.P.A.</td>
<td>2003</td>
</tr>
<tr>
<td>History</td>
<td>Ph.D.</td>
<td>2003</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Ph.D.</td>
<td>2004</td>
</tr>
<tr>
<td>Biomedical Structure and Dynamics</td>
<td>Ph.D.</td>
<td>2004</td>
</tr>
<tr>
<td>Intercultural Youth and Family Development</td>
<td>M.A.</td>
<td>2004</td>
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<tr>
<td>Natural Resources Conflict Resolution</td>
<td>Certificate</td>
<td>2004</td>
</tr>
<tr>
<td>Alternative Dispute Resolution</td>
<td>Certificate</td>
<td>2005</td>
</tr>
<tr>
<td>Public Health</td>
<td>M.P.H.</td>
<td>2005</td>
</tr>
<tr>
<td>Environmental Science and Natural Resource Journalism</td>
<td>M.A.</td>
<td>2009</td>
</tr>
<tr>
<td>Medicinal Chemistry</td>
<td>Ph.D.</td>
<td>2009</td>
</tr>
<tr>
<td>Communicative Disorders</td>
<td>M.S.</td>
<td>2009</td>
</tr>
<tr>
<td>Wilderness Stewardship</td>
<td>Certificate</td>
<td>2009</td>
</tr>
</tbody>
</table>
Student Numbers and Future Targets

Over the past three years the annual average number of graduates per year from the various programs has been 465 master’s, 166 professional doctorates, and 50 Ph.D./Ed.D. The average number of enrolled graduate students (headcount) during the same three years was 1,948. The fall 2008 enrollment of 1,896 is just less than 5% lower than three years ago, particularly reflecting decreases in the College of Arts and Sciences, the School of Business Administration, and the College of Education and Human Sciences. The average full-time equivalent (calculated on 12 credits = 1 FTE) was 1,380 and mirrors the approximately 5% decrease in headcount over the three-year period.

Using the five-year period of 2004 through 2008, for which complete statistics are available, this picture can be made a bit more complete. In fall 2008, 1,896 graduate students were enrolled (13.4% of the student body). From 2004 to 2008 the number of graduate students decreased from 1,966 to 1,896 with the high point reached in 2006 at 1,989 students. All of the decrease was recorded as master’s students since the number of doctoral students increased.

Over the same period, the percentage of master’s students who were women increased from 55.8% to 58.4%, and from 47.4% to 55.9% for doctoral students. The number of ethnic minority students has increased also from 91 to 147, with Native American students making up the largest ethnic group. Both full- and part-time graduate students have increased with about 66% of graduate students classified as full-time (enrolled for at least nine credits) in 2008. Nearly 65% of the graduate students were Montana residents in fall 2008. The majority of graduate students throughout the five years have been between the ages of 25 and 34.

Shifting to fall 2007, due to incomplete 2008 statistics, the average acceptance rate for all graduate students for the Fall 2007 Semester was 43% with an actual matriculation rate of 25% for all those who applied. For master’s students, the corresponding rates were 48% and 30%, respectively. At the doctoral level the corresponding rates were 23% and 17% respectively. While a far lower proportion of doctoral applicants were admitted and matriculated, a larger proportion of the admitted doctoral graduate applicants matriculated (63% master’s versus 74% of doctoral).

The fall 2008 distribution of graduate students by Academic Unit and the three-year average number of graduates per year ending in 2007 are given in Table 2-02.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Students (M)</th>
<th>Students (D)</th>
<th>Grads (M)*</th>
<th>Grads (D)*</th>
<th>Notes</th>
<th>Mean Time to Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>65</td>
<td>29</td>
<td>26</td>
<td></td>
<td>Doc New 2004</td>
<td>M &gt;2.6</td>
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<td>Biological Sciences</td>
<td>10</td>
<td>62</td>
<td>5</td>
<td>7</td>
<td></td>
<td>M &gt;2.3 D &gt;4.1</td>
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<tr>
<td>Chemistry</td>
<td>3</td>
<td>32</td>
<td>2</td>
<td>6</td>
<td></td>
<td>D &gt;3.9</td>
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<tr>
<td>Communication Studies</td>
<td>16</td>
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<td>7</td>
<td></td>
<td></td>
<td>M &gt;1.9</td>
</tr>
<tr>
<td>Computer Science</td>
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<td></td>
<td>6</td>
<td></td>
<td></td>
<td>M &gt;2.2</td>
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<tr>
<td>Economics</td>
<td>10</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td>M &gt;1.9</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Students (M)</th>
<th>Students (D)</th>
<th>Grads (M)*</th>
<th>Grads (D)*</th>
<th>Notes</th>
<th>Mean Time to Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>78</td>
<td>35</td>
<td>M &gt;1.9</td>
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<td>Environmental Studies</td>
<td>76</td>
<td>29</td>
<td>M &gt;2.5</td>
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<tr>
<td>Geography</td>
<td>45</td>
<td>10</td>
<td>M &gt;3.3</td>
<td></td>
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<tr>
<td>Geosciences</td>
<td>21</td>
<td>11</td>
<td>11</td>
<td>2</td>
<td></td>
<td>M &gt;2.4 D &gt;4.7</td>
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<tr>
<td>History</td>
<td>16</td>
<td>11</td>
<td>4</td>
<td></td>
<td>Doc New 2003</td>
<td>M &gt;2.0</td>
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<td>Mathematics</td>
<td>15</td>
<td>19</td>
<td>6</td>
<td>2</td>
<td></td>
<td>M &gt;1.5 D &gt;5.2</td>
</tr>
<tr>
<td>Modern and Classical Languages and Literatures</td>
<td>6</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>M &gt;1.7</td>
</tr>
<tr>
<td>Philosophy</td>
<td>9</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>M &gt;2.3</td>
</tr>
<tr>
<td>Political Science</td>
<td>70</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td>M &gt;1.4</td>
</tr>
<tr>
<td>Psychology</td>
<td>42</td>
<td>12</td>
<td>6</td>
<td></td>
<td></td>
<td>M &gt;4.8</td>
</tr>
<tr>
<td>Sociology</td>
<td>9</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>M &gt;2.4</td>
</tr>
<tr>
<td>Forestry and Conservation</td>
<td>75</td>
<td>57</td>
<td>28</td>
<td>9</td>
<td></td>
<td>M &gt;2.8 D &gt;4.3</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>98</td>
<td>1</td>
<td>29</td>
<td></td>
<td></td>
<td>D &gt;3.5</td>
</tr>
<tr>
<td>Public Health</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td>Master’s New 2005</td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>62</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td>M &gt;3.0</td>
</tr>
<tr>
<td>Accounting</td>
<td>23</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td>M &gt;2.5</td>
</tr>
<tr>
<td>Business Administration</td>
<td>79</td>
<td>54</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Counselor Education</td>
<td>30</td>
<td>5</td>
<td>19</td>
<td>1</td>
<td></td>
<td>M &gt;2.8</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>114</td>
<td>15</td>
<td>47</td>
<td>2</td>
<td></td>
<td>M &gt;2.2 D &gt;2.7</td>
</tr>
<tr>
<td>Educational Leadership and Counseling</td>
<td>49</td>
<td>51</td>
<td>19</td>
<td>8</td>
<td></td>
<td>M &gt;1.1</td>
</tr>
<tr>
<td>Health and Human Performance</td>
<td>19</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>M &gt;2.4</td>
</tr>
<tr>
<td>Intercultural Youth and Family Development</td>
<td>16</td>
<td>5</td>
<td></td>
<td></td>
<td>Master’s New 2004</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>13</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td>M &gt;2.4</td>
</tr>
<tr>
<td>Theatre and Dance</td>
<td>9</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Arts</td>
<td>12</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>20</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>M &gt;1.7</td>
</tr>
<tr>
<td>Journalism</td>
<td>26</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td>M &gt;2.3</td>
</tr>
<tr>
<td>Law</td>
<td>248</td>
<td>76</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary master’s</td>
<td>12</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>M &gt;1.9</td>
</tr>
<tr>
<td>Interdisciplinary doctorate</td>
<td>9</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>D &gt;4.7</td>
</tr>
</tbody>
</table>

*Average number of graduates per year for the three-year period ending in 2007
Given these modestly declining graduate student numbers, the University has embarked on a program to increase substantially the number of graduate students at UM over the next 10 to 12 years. It is anticipated that new programs will be added, many existing programs will be strengthened, stipend levels will be raised, and other actions will be taken to stimulate growth in graduate student numbers. Within the Academic Strategic Plan (Exhibit RE 1-01), under the graduate education initiative, four broad goals are identified:

1. Enhance graduate education to transform the intellectual atmosphere at UM and create significant cultural and economic benefits to Montana.
2. Create a stimulating and supportive environment for graduate students that facilitates learning and positive outcomes for Montana.
3. Increase the proportion of graduate students enrolled to between 25% and 30% of all students at UM (currently 13%).
4. Increase regional, national, and international awareness of UM graduate programs.

Within each of these goals the Academic Strategic Plan addresses strategies to meet the goals and how progress toward those goals will be measured.

Quality of Students

Fall 2008 graduate student enrollment data depict the quality of the entering class. Overall, 37% of those who applied to the graduate school were admitted, but the proportion of admitted students to applicants varies widely among the programs. Programs such as Creative Writing (M.F.A.) and Wildlife Biology (M.S.) were quite selective at 11% and 13%, respectively, while Geography (M.A.) and Curriculum and Instruction (MEd), both at 63%, were less selective.

The average Graduate Record Examination (GRE) scores also vary among the programs, with an overall average of 523 verbal and 595 quantitative (1118 combined). The highest combined scores were for applicants to the doctorates in Biomolecular Structure and Dynamics (1345) and Fish and Wildlife Biology (1320), while the lowest combined scores were for applicants to the Master’s of Accounting (900) and Biomedical Sciences doctorate (900 for one applicant).

ADMINISTRATION

Persistence and Graduation

Most graduate students persist to graduation. Over the past 16 years (1992 to 2007) the combined retention and graduation of master’s students was 78% after three years and 80% after 10 years with graduation rates increasing over the last decade. For example, the four-year graduate rate for cohorts beginning between 2001 and 2004 all exceeded 80%, whereas the cohort average beginning with the 1992 cohort through the 2004 cohort was 75%.

Ph.D. and Ed.D. students have completed programs at a lesser rate than master’s students with 30% completing after five years and 64% completing after 10 years. Both the
complexity and length of these doctoral programs provide barriers to completion. In contrast, the professional doctoral programs in law and pharmacy have completion rates in excess of 90%.

**Employment and Continuing Education**

Statistics for graduates from the 2008 Graduation Survey conducted by the Office of Career Services show that 87% of master’s degree graduates and 90% of doctoral degree graduates (including Juris Doctorates) were employed during the year after graduation. 64% of master’s degree graduates and 65% of doctoral degree graduates were employed in Montana. 11% of master’s degree graduates and 8% of doctoral degree graduates were pursuing further education during the year following graduation. Thus, well over 90% of master’s degree graduates and nearly 100% of doctoral graduates were either employed or pursuing further education (Exhibit RD 2B-03).

**Level of Course Work**

The nature of graduate programs at UM is such that coursework is expected to be pursued at advanced levels and that research, professional analyses, or creative activities are expected of each graduate. Even where a graduate student enrolls in a course normally for upper division undergraduate students, there is a requirement for a significant graduate component for the course. In addition, theses, professional papers, performances, and creative works are evaluated by faculty committees, not simply a single instructor.

**GRADUATE FACULTY AND RELATED RESOURCES**

**Resources**

The primary resources for graduate education consist of faculty members, class and seminar facilities, laboratories, studios, performance spaces, financial support, and infrastructure (including the library) to support relevant research and creative activities (both on and off campus). While an increase in available resources would be advantageous, most programs have adequate resources to offer high quality programs.

Institutional financial support for graduate students is limited and comes in four different forms:

1. Institutionally supported teaching assistantships
2. Sponsored programs supported research assistantships
3. Sponsored programs-supported student employment positions
4. Institutionally supported scholarships and fellowships

In fall 2008, the Graduate School provided 191 teaching assistantships (112 master’s and 79 doctoral). Each of these came with a full tuition waiver. The College of Arts and Sciences awarded an additional 81 assistantships and other schools and colleges had the option of creating additional teaching assistantships. The stipend for these assistantships was $9,000 for non-science master’s, $9,927 for science masters, and $14,000 for doctoral students. In several areas, but the sciences specifically, these stipend levels are
well below national averages and render UM less competitive than many institutions. In
addition, since UM students pay both resident and nonresident tuition, even when
supported on research and teaching assistantships, UM is less competitive given that most
state universities classify research and teaching assistants as residents for tuition
purposes, if tuition is assessed at all.

The number of sponsored programs research assistantships varies from year to year. For
fall 2009, 65 masters and 65 doctoral students were supported by grant and other external
resources. Graduate programs administered within the schools and colleges often
supplement the institutional stipend levels to make the stipends more competitive
nationally within individual disciplines.

Many graduate students also seek and are supported with wage positions. These are most
common for students taking a reduced credit course load (below nine credits/semester)
and for students outside of the sciences.

The University also maintains a small number of institutionally supported scholarships
and fellowships, as do individual schools and colleges. These usually range from awards
of $1,000 to $5,000. The Bertha Morton Fellowships and Scholarships, at $3,000 and
$2,000, respectively, are the most prominent institutionally supported scholarships and
fellowships. Twenty-eight Bertha Morton scholarships and one fellowship were awarded
in spring 2009 for use beginning in fall 2009.

Graduate students are also supported academically and socially by the Graduate Student
Association and by similar associations within some graduate programs.

Maintaining Currency

There are many different sources of information for maintaining currency of Graduate
programs. All of the schools and colleges and some individual programs have Advisory
Boards or Boards of Visitors that help them keep in touch with activities and trends
outside the University. The University conducts regular program reviews of all curricular
programs that help departments and schools assess program relevancy. Most individual
programs maintain standing curriculum and graduate committees that periodically review
curricula. The University’s Faculty Senate has a standing Graduate Council that reviews
all curricular policy and programs. And, many of the schools and departments in the
University have developed new curricula to specifically address 21st century needs.
Overall, curricula are kept current through faculty initiative and an awareness and interest
in the many sources of information.

Research and Creative Activities

Graduate students are intimately involved in the research and creative activities of the
University. They are particularly important in providing the creative workforce for a
growing research enterprise that combines the discovery of knowledge and the
development of new technologies with the education of a future cadre of scientists,
health, environmental, and business leaders, and educators.

In the natural and social sciences nearly all graduate students prepare research-based
theses and dissertations. In the humanities and some other areas, they develop portfolios
of creative works and/or conduct research. For example, in the research arena, graduate students are engaged in activities as diverse as studying bark beetle biology related to major outbreaks leading to dead and dying forest trees to studies of famous literary authors and the impact of their work. In the area of creative works, graduate students direct theater productions on campus and display their talents in shows, readings, recitals, newspaper and magazine series, and documentaries. All of these activities enhance the intellectual and cultural vitality of the campus, support a growing program of research and creative activity at the University, and contribute to the economy of Montana. Without active participation of graduate students the ability of the University to serve the people, economy, and culture of Montana would be sorely compromised.

Faculty

The faculty members engaged in graduate instruction (courses and committee memberships) all hold appropriate terminal degrees for the level of students being taught, except in rare cases where extensive and outstanding experience might be substituted. The faculty of The University of Montana represents experience from many different universities and from many work environments outside of universities. Some are accomplished writers and theater directors, others have managed businesses, others have been employed by major news media, and still others have worked for government agencies such as the USDA Forest Service. Through a process of hiring appropriate faculty members and through review of individual student graduate committees by the Graduate School, assurance is given that all persons directly involved in graduate education are fully qualified to ensure high quality.

With more than 500 tenure-track, and many more research, faculty members at The University of Montana, overall there are adequate numbers of faculty members to offer high quality graduate programs. Among the doctoral programs, for example, the following numbers of faculty members are available to participate:

<table>
<thead>
<tr>
<th>Program/Department</th>
<th># of Faculty Members Available to Participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>16</td>
</tr>
<tr>
<td>Biology</td>
<td>51</td>
</tr>
<tr>
<td>Biomedical &amp; Pharm. Sciences</td>
<td>29</td>
</tr>
<tr>
<td>Chemistry &amp; Biochemistry</td>
<td>17</td>
</tr>
<tr>
<td>Counselor Education</td>
<td>4</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>18</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>6</td>
</tr>
<tr>
<td>Forestry</td>
<td>41</td>
</tr>
<tr>
<td>Fish and Wildlife Biology</td>
<td>23</td>
</tr>
<tr>
<td>Geosciences</td>
<td>14</td>
</tr>
<tr>
<td>History</td>
<td>18</td>
</tr>
<tr>
<td>Mathematical Sciences</td>
<td>25</td>
</tr>
<tr>
<td>Psychology</td>
<td>24</td>
</tr>
</tbody>
</table>
Faculty members associated with each department of the University are listed on each department’s website\textsuperscript{lvii} and in the Course Catalog\textsuperscript{lviii}.

**Off Campus Education**

Several programs deliver off campus educational opportunities through organized programs across Montana and through distance education modalities. The School of Business Administration and the College of Education and Human Sciences are the most prominent in these activities. They, and others offering off campus educational opportunities, work in close cooperation with the Division of Continuing Education (CE) to utilize the best available technology while the schools and colleges ensure the quality of the programming.

For example, the School of Business MBA program is offered off campus over electronic media and with face-to-face weekend classes in Missoula, Billings, Bozeman, Butte, Great Falls, Helena, and Kalispell. A Master’s of Public Administration is offered entirely online and a M.Ed. in Curriculum Studies is offered entirely online. The list of programs available as extended degree programs is on the Graduate School website.

**GRADUATE RECORDS AND ACADEMIC CREDIT**

**Policies**

Graduate policies\textsuperscript{lxx} and regulations are posted on the Graduate School website. The Graduate Council, a standing committee of the Faculty Senate, evaluates all graduate policies that deal with academic matters. Policies are approved for implementation by the Faculty Senate and the Provost, and where appropriate, by the Board of Regents. For other policies and procedures, as appropriate, the Provost or the President has the approving authority.

**Admissions and Faculty Engagement**

Graduate admissions policies and procedures\textsuperscript{lxx} are posted on the Graduate School website. Specific admissions procedures or requirements pertaining to individual programs also are posted under the program description. In general, applicants must provide evidence of undergraduate performance (minimum of 3.0 GPA on a 4.0 scale), GRE or other pertinent standardized test scores, TOEFL score for international admissions, statement of interest/intent, and references from people knowledgeable about their academic potential. Some programs, particularly in the fine arts and humanities, require a portfolio of creative works and other evidence of graduate potential.

As noted previously, the Graduate Council, a standing committee of the UM Faculty Senate, is responsible for review of all academic policies regarding graduate education, including admission standards and program proposals. The Faculty Senate takes official action on recommendations of the Graduate Council. In addition, faculty members participating in graduate education through the individual departments and programs are responsible for developing program proposals, including admission standards, and advancing them through the UM academic governance system. Thus, faculty members are intimately involved in the development of programs, admission standards,
performance and graduation standards, applicable credit standards, and development and oversight of elements such as practica and internships.

Opportunities

There are several key areas where graduate student activity is likely to increase over the next few years. The areas of water resources, climate change, restoration ecology, and energy development-environment interaction are emerging as particular environment related opportunities. Key areas of human health understanding in toxicology, neuroscience, and medicinal chemistry are potential growth areas for Montana. Growth in nationally renowned programs in creative writing and fine arts are likely to lead the way in further development of creative activities that will affect the culture and economy of Montana in profound ways. Additionally, the activities of graduate students in areas such as journalism, business, and education will have lasting effects on future generations and on the University’s approaches to cultural and economic development.

Although there are several opportunities for graduate education at UM, such opportunities are unlikely to be exploited without changes in the graduate education support provided within the Montana University System. Montana is at a comparative disadvantage given that it has the following issues:

- Below-competitive stipend levels (particularly true for the sciences) for both teaching and research assistants;
- A system that does not recognize graduate students holding research and teaching assistantships as residents for tuition purposes (in contrast to most other universities), thus placing the cost of nonresident tuition directly on central and grant budgets;
- A system that considers full-time equivalents at 12 credits rather than the standard nine credits of most other doctoral level institutions (giving less importance to graduate education than in many other institutions); and
- Central funding for only about 10% of the graduate students.

Overcoming these financial challenges could lead to substantial growth in graduate education, thus transforming the campus and the culture and economy of Montana.

In addition, for some programs there is inadequate or antiquated space for graduate education and in others money for new and modern equipment is lacking. In many cases, but especially in the arts, ensuring safe and adequate space is critical to moving forward with enhancing graduate programs.

While there are weaknesses today and possible threats tomorrow, the changes that have occurred in faculty and facility resources at UM over the past decade put it in a position to expand its graduate education offerings and play a more significant role in the State’s economic and cultural development than ever before. The research and graduate education roles of the University are engines for enhancing the economy and culture of Montana and its surrounding region. Strengthening graduate programs would further transform UM into a comprehensive research University that truly enhances the lives of Montanans.
CONTINUING EDUCATION AND SPECIAL LEARNING ACTIVITIES

OFF CAMPUS AND CONTINUING EDUCATION COMPATIBLE WITH MISSION

The mission of Continuing Education (CE) is to provide high quality, innovative outreach programs that serve the lifelong learning needs of the citizens of Montana and beyond through off campus credit and non-credit programs. In addition, CE manages Summer Session, Wintersession, and UMOnline, programs that serve many on campus and off campus students. The mission of CE is consistent with, and supportive of, UM’s mission, vision, and strategic plans.

In the recently adopted Academic Strategic Plan (Exhibit RE 1-01), several aspirations were listed that directly affect CE, specifically:

- UM will be known for having an exciting and stimulating intellectual atmosphere for undergraduates, graduate students, faculty and staff, including:
  - Leading the region in online and distance education; and
  - Connecting and engaging faculty and students globally.

Specific goals and strategies in the Academic Strategic Plan underscore these aspirations, and Continuing Education is expected to assist in the creation of more opportunities for distance education in graduate programs; continuing to grow online offerings, including selected degree programs by working across academic units; improving lifelong learning opportunities for older adults through continued growth of the UM Osher Lifelong Learning (MOLLI) program; collaborating with community partners in K-12 and outlying communities to expand programs; and maximizing technological innovations by creating an environment where technology supports student learning, faculty teaching and research, and administrative needs.

Enrollment and faculty participation in online coursework and programs, course supplements, and noncredit programs has grown substantially since 2000, with rapidly accelerated growth in the last three years. To illustrate, in the spring semester of 2010, there were 2,552 unique online students, which is the highest enrollment experienced to date by UMOnline. 11,130 Student Credit Hours (SCH) were generated, which represented a 25% increase over Spring Semester 2009, and 801.8 FTE were generated, a 24% increase over the same term.

The credit bearing programs administered by CE include Summer Session, Wintersession, UMOnline, and off campus courses and programs. UM Policy states that any approved academic course that is part of a program must be offered through state support, not self-support. This is a major change from the 2000 accreditation as well as the 2005 interim accreditation. The revenues generated by CE-administered programs have increased in the past five years as has the mix of that revenue. Table 2-03 shows the changes.
Table 2-03 – Funding Sources for CE-Administered Programs (in dollars)

<table>
<thead>
<tr>
<th>Funding Sources</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>1,859,768</td>
<td>2,265,947</td>
<td>3,458,680</td>
<td>3,583,680</td>
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<tr>
<td>Designated</td>
<td>2,061,320</td>
<td>2,237,229</td>
<td>1,950,571</td>
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<tr>
<td>Grants, Contracts</td>
<td>600,352</td>
<td>863,450</td>
<td>1,721,009</td>
<td>1,500,000</td>
</tr>
<tr>
<td>SPABA</td>
<td>49,357</td>
<td>68,931</td>
<td>144,968</td>
<td>190,000</td>
</tr>
<tr>
<td>UM Foundation</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
<td>25,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4,670,797</strong></td>
<td><strong>5,535,557</strong></td>
<td><strong>7,375,228</strong></td>
<td><strong>7,398,680</strong></td>
</tr>
</tbody>
</table>

Continuing Education has experienced a number of changes since 2000, not only in program growth but also in significant increases in both funding sources and amounts. In programs, for example, one important development has been a non-credit program for individuals over 50 years of age: The Osher Lifelong Learning Institute \textsuperscript{xxii} at The University of Montana. Another was the reorganization of the Educational Outreach Department into Extended Learning Services \textsuperscript{xxiii} (XLS). The centralized coordination of faculty, student and administrative support services has resulted in the development of an extensive array of effective aids to assist those engaged in online teaching and learning. These services have been established in close collaboration with the academic units who remain responsible for all aspects of the curricula. The online programs at UM, which are administered by XLS, have experienced significant growth and are discussed in greater depth under 2.E/G 5. Continuing Education is now financially stable when compared to the early 2000s. This occurred through increased commitment of state funding coupled with increased numbers of grants and contracts associated with non-credit activities and training workshops.

Major challenges of the past decade included the loss of designated or self-support funding at a critical juncture in taking ownership of the facility and, more recently experiencing some losses due to the global financial crises that began in 2008.

Current and future initiatives focus on these major areas:

1. Continuing strategic development of online courses and programs coupled with continuous improvement of e-learning delivery and support systems including investing in new technology (hardware, software and training);
2. Selecting and implementing a Learning Management System to serve broad e-learning needs within UM and the UM System;
3. Student access to support systems that enable off campus students to benefit;
4. Ensuring support for faculty related to instructional design and workshops on best practices related to online teaching/learning;
5. Coordinating policies, practices, and services across MUS campuses related to online course/program development and delivery;
6. Continuing a robust set of student services including with the Maureen and Mike Mansfield Library; and
7. Sustaining the overall fiscal viability while returning funding to Academic Affairs.
Institution Solely Responsible for All Programs

Under the direction of the Provost and in close collaboration with the academic deans, Continuing Education works in partnership with the academic units to deliver credit-bearing courses and programs offered through The University of Montana. Continuing Education does not have its own curriculum or faculty members.

Faculty Involved in Planning and Evaluation of Continuing Education

Any courses or programs offered for academic credit through Continuing Education must be approved through the appropriate UM academic department. All administration related to the academic and fiscal elements of these programs is provided by the same offices that service traditional campus programs. Using this model, Continuing Education offers the following credit programs: UMOnline; Summer Session; Wintersession; and Off campus Degree Programs. These programs follow established UM policies guidelines for academic oversight.

Administration of Continuing Education Clearly Defined

Continuing Education is an integral part of the Division of Academic Affairs. The dean reports to the Provost and is a member of the academic officers. All activities associated with CE are undertaken within this context. University outreach through educational programs is considered an important function of the unit and Continuing Education takes the lead in ensuring that appropriate measures are taken to ensure success.

Adequate Access when Electronic Learning Provided

Delivery of off campus programs has been a part of the mission for The University of Montana and for Continuing Education for more than thirty years. Many changes have
been experienced during this time; however, the advent of online learning has had the greatest impact of all advances. UM has maintained compliance with accreditation requirements related to distance learning throughout the lifetime of off campus program delivery.

The delivery of off campus programs has a clearly defined purpose congruent with the mission statements for UM, Continuing Education, and Extended Learning Services, of which UMOnline is a part (Exhibit RD 2C-01).

All online program and course offerings have been subjected to rigorous approval through established institutional program review processes, including the faculty governance system. Furthermore, they have been based on guidelines established by the Board of Regents. For example, undergraduate programs and courses go through the Academic Standards and Curriculum Review Committee process; graduate programs and courses go through the Graduate Council process; and both go to the Faculty Senate. Once approved on campus, proposals must go to the Board of Regents for final approval. An example of a recent program undergoing this process is the UM Social Work program at Flathead Valley Community College (Exhibit RE 2C-09).

With regard to curriculum and instruction, all distance-delivered programs and courses from The University of Montana foster interaction between and among students and faculty. The Blackboard Learning Management System is currently in use for online courses and programs. It supports student-content, student-student, and student-instructor interactions through a suite of communication and learning tools including email, asynchronous threaded discussions, synchronous chat rooms, virtual office hours, and learning units. In programs that use Montana’s Educational Telecommunications Network (METNET) rather than Blackboard, interaction is handled through multi-way video and audio. UM also uses the web conferencing system Elluminate Live! to support synchronous communication components of online courses. For example, online instructors can use this virtual classroom to conduct virtual office hours, advising sessions with remote advisees, as well as live tutoring sessions. Elluminate Live! also supports the real-time sharing of student’s final class projects or reports (Exhibit OSM 2C-05).

Distance delivered courses and programs offered by The University of Montana are in the complete academic control of faculty, department chairs and deans. In addition, the Faculty Senate has processes in place for review and approval of program and course offerings. In February 2008, the Faculty Senate approved a set of principles for online course quality to guide the design and delivery of online courses at UM. The principles, similar to the “Quality Matters” quality assurance standards, are provided to online course developers at the onset of their development projects and are also used to guide both a peer review process and a final course review by an instructional designer (Exhibit RD 2C-03).

The currency of materials, programs and courses is primarily the responsibility of the academic units as their role is to evaluate all aspects of courses offered under their control. The academic units identify which courses are taught through Continuing Education, who teaches them, and whether or not they are at a level commensurate with on campus courses.
Several academic units provide off campus educational opportunities across Montana using distance education modalities. For instance, the School of Business Administration and the College of Education and Human Sciences offer off campus educational opportunities, working in close cooperation with Continuing Education. The latter identifies which technology is the most effective while schools and colleges ensure the quality of the programming through the use of their faculty members in program delivery.

The MBA program from the School of Business Administration is offered off campus over electronic media coupled with face-to-face weekend classes in Missoula, Billings, Bozeman, Butte Great Falls, Helena, and Kalispell. A Master of Public Administration and an M.Ed. in Curriculum Studies are offered entirely online. The list of all distance programs through UM is available online. Graduate programs are also listed on the Graduate School webpage.

In early 2007, the Hamilton Higher Education Center (HHEC) was proposed by the President to bring “the opportunity of University of Montana programs into the Bitterroot Valley.” The Board of Regents approved the Center and the first credit courses were offered during Summer Session 2007. The first year of operation, UM provided $125,000 in base funding support with an additional $35,000 pledged by the College of Technology to support instruction. Office and classroom space were leased in the Carriage House in downtown Hamilton, and courses were scheduled from 5:00 to 9:30 four evenings a week and, when required, on Saturday mornings. Scholarship funding was available through a generous donation that enabled many students to attend courses who otherwise would have been unable to do so. The College of Education and Human Sciences provided an interactive video suite and the College of Technology provided significant financial and administrative support.

On July 1, 2008, the HHEC was put under the auspices of Continuing Education, the purpose being to place the unit under leadership whose main responsibilities were to coordinate and deliver education to students who do not reside on the main campus. This decision was based on the fact that Continuing Education had long-term, successful working relationships with all academic and student support units and that this experience was congruent with HHEC needs. The second and final year of operation was supported by continued base funding coupled with the addition of money from Continuing Education.

Concurrent with the development of the HHEC was an independent, county-wide initiative to establish the Bitterroot Community College. This initiative, which was supported by the voters, was considered by the Board of Regents in late 2008 and by the Montana Legislature in early 2009. Neither body supported funding the initiative, thus The University of Montana was given the responsibility to work with local county leaders to develop a compromise entity. As a result, the Bitterroot College Program of The University of Montana (BCP-UM) became a formal entity effective July 1, 2009. The BCP currently offers University of Montana College of Technology (UM-COT) courses in Hamilton at the Ravalli County Economic Development Center. While credit offerings are limited for AY 2009-10, the Bitterroot College Program Steering Committee will make recommendations for expanding programming and student services by August 2010. The committee was formed after the February 2009 Montana State Legislature decided not to establish a community college district in Ravalli County; it is a public board including local stakeholders and state and regional higher education professionals.
with direct supervision from UM. This group is charged with developing a model for the delivery of responsive and sustainable adult and higher education opportunities to the residents of Ravalli County (Exhibit OSM 2C-06).

Ownership of Continuing Education materials and copyright issues are delineated in the CBA and in both the UM and Board of Regents policies, specifically BOR Policy 401.3. Exhibit OSM 2C-01 includes an example of a copyright agreement and a memo explaining the faculty compensation options. BOR Policy 303.7 on distributed learning summarizes much of the policy related to this document.

The quality of instruction has also been enhanced through the Mansfield Library’s Distance Education Coordinator position. Distance learning students, regardless of their location, have electronic access to the significant resources available, including the holdings of the MUS, coupled with the expertise of the Distance Education Coordinator and their discipline-specific library liaison.

Distance education students are provided extensive research assistance through the “Chat with a Librarian” instant messaging service, via email, and via a toll free number during library hours. Students may also visit the Research Planner for guidance and time management strategies for research papers and projects. Distance Education Reference Services are also available to students currently enrolled in off campus courses, i.e. those whose major instruction occurs away from the campus.

Faculty teaching online courses are afforded full access to the Mansfield Library’s Distance Services as well. This includes assistance in using the electronic course review to make core and supplementary reading materials available to online students. The Distance Education Coordinator also provides expertise on copyright issues. Faculty members preparing for online courses are encouraged to arrange for a virtual orientation session with the Distance Education Coordinator regarding access to the Library’s electronic research databases as appropriate for their courses.

The responsibility for quality assurance in online programs and courses, including the appropriate use of technology, is shared by the instructional designers within CE, the faculty developers, and their academic department chair(s). Before a course can be developed or offered for distance delivery, the proposed course must be approved at the department level and with the Director of Extended Learning Services. This proposal is submitted through an online database and workflow application called Maven. Upon course approval, the faculty developer participates in a comprehensive, cohort-based course development process. Components of this process include:

- A six-week online course in course design and development for online delivery;
- Small group instruction and online tutorials re: Blackboard training;
- 1:1 instructional design consultation;
- Use of a faculty computer lab with access to software applications such as Photoshop and Camtasia;
- A peer review session; and
- Final review of the online course by an instructional designer.
UMOnline provides an extensive array of support services for both faculty and students engaged in online teaching and learning. The faculty support component includes structures, services, and incentives designed to support faculty members’ efforts to design, develop, and implement online courses and programs. Faculty members are compensated $500 per academic credit to develop courses that meet The University of Montana quality principles for online courses. The development stipend is paid upon successful completion of the development process. Faculty members may apply for an additional $1,500 to support professional development expenses associated with designing, developing, and improving techniques for online instruction. This could include, among other things, reimbursement of expenses associated with attending a professional conference. Support in the form of Blackboard course and account creation (including student enrollment) is provided to all online course developers, as is account creation for teaching assistants and other support staff by request.

UMOnline and Extended Learning Services offer additional faculty support services beyond those tied directly to the course development process. A series of Technology for Teaching and Learning workshops and short courses are offered each semester, based on needs identified in the annual online faculty survey. An electronic Learning Guide allows online faculty to access targeted information at the moment of need by navigating from a launch page (located in both Blackboard and the UMOnline homepage.) to the performance support content. Beginning in the 2008-09 academic year, Extended Learning Services sponsored an annual professional development institute for faculty, administrators, librarians, staff, and technology personnel at UM and its affiliate campuses. The purpose of the Extended Learning Institute (XLI) is to promote the exchange of knowledge, effective practices, and research relative to online teaching and learning, as well as support services for online students.

UMOnline and Extended Learning Services are currently increasing and enhancing support services for online learners. A full-time Manager of Learner Services position was approved in Spring 2008 and filled in Summer 2008. The manager works proactively with offices and personnel across campus to develop, coordinate, and monitor a highly comprehensive student support system that is responsive to the needs of online and distance students, faculty, and programs. One outcome of this systematic approach to student support is the development of an Online Writing Center, which provides asynchronous support resources and 1:1, real-time tutoring on writing assignments for online students.

The first annual Student Services survey was administered to all UM online students in spring 2009 (Exhibit OSM 2C-04). Results have guided the redevelopment of the Student tab of the UMOnline website as well as the development of a web-based Online Student Learning Orientation program.

Blackboard and technology support to students has been enhanced through dedicated work-study positions that allow for telephone support, via a toll free number, from 8:00 a.m. to 5:00 p.m. Monday through Friday, email support, and walk-in assistance. An instant messaging feature has been added to the Student tab of the UMOnline website in April 2009. Blackboard orientation sessions are held at the beginning of each semester for local and on campus students enrolled in online courses, and an online Blackboard tutorial (Bb 101) is available to remote students. There is also a student version of the interactive, electronic UMOnline Learning Guide.
During the first half of 2009, Continuing Education conducted a comprehensive review of Learning Management Systems and by February of 2010 will have determined which LMS will best serve The University of Montana System schools.

The focus of this review process is to gather the evidence necessary to make an informed decision about whether to stay with Blackboard or move to an open-source system. A wide range of additional and related decisions must soon follow that one, such as whether to outsource the hosting or continue to self-host, whether to develop a multi-campus LMS strategy, and so on. Should the decision be made to transition away from Blackboard, it will likely be necessary to extend the Blackboard contract for an extra year to ensure adequate overlap of two systems during the transition. This will be factored into the cost analysis of Blackboard versus an open-source system.

<table>
<thead>
<tr>
<th>Major Work Steps and Milestones</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>Formulate an advisory committee to guide and review evaluation process.</td>
<td>February 2009</td>
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<tr>
<td>Initiate structured pilot evaluations of Moodle and Sakai with cross-functional ‘alpha’ team.</td>
<td>February 2009</td>
</tr>
<tr>
<td>Engage Blackboard to get clarity on their product roadmap, business strategy, and additional solutions through Blackboard that UM does not currently use.</td>
<td>February 2009</td>
</tr>
<tr>
<td>Orchestrated an LMS Summit with counterparts at UM-Helena, Montana Tech, and UM-Western.</td>
<td>April 2009</td>
</tr>
<tr>
<td>Develop and conduct a general survey of current UM LMS users.</td>
<td>October 2009</td>
</tr>
<tr>
<td>Collate, analyze, and report on the results of the survey.</td>
<td>November 2009</td>
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<tr>
<td>Coordinate and facilitate focus groups with the objective to flesh out requirements for the LMS.</td>
<td>November 2009</td>
</tr>
<tr>
<td>Send out RFI for the LMS</td>
<td>November 2009</td>
</tr>
<tr>
<td>Document the results of a cost analysis of different LMS scenarios based on the initial requirements document.</td>
<td>December 2009</td>
</tr>
<tr>
<td>Provide summary report to senior academic affairs officials.</td>
<td>December 2009</td>
</tr>
<tr>
<td>Determine whether UM moves to Open Source or conducts full LMS RFP.</td>
<td>January 2010</td>
</tr>
<tr>
<td>Synthesize all inputs into an LMS transition plan.</td>
<td>January 2010</td>
</tr>
<tr>
<td>Send out narrow open source hosting RFP or full LMS RFP</td>
<td>January 2010</td>
</tr>
</tbody>
</table>

Tuition/Fees for credit courses offered through Continuing Education follow similar tuition and fee policies as those in place for traditional on campus students. Individuals classified as “distance students” may not be subject to certain fees that apply to on campus activities. They do have the option, however, of enrolling in student healthcare if they so desire. All admissions, transfer of credits, and other academic matters are the responsibility of the Registrar and the academic units.
Fee Structure and Granting of Credit for Continuing Education

The standard of 15 hours per credit or 45 hours per three-credits or its equivalent is maintained for face-to-face or digitally enhanced instructional programs and courses, and Continuing Education credit courses meet this standard. This has been based on institutional policy and is applied regardless where the course is located. Credit is not measured by outcomes alone, although for-credit courses include such outcomes.

Continuing Education has not conducted independent studies on the comparability of outcomes between traditional and nontraditional instructional formats. Instead, by policy and practice, all courses taught in nontraditional formats must have equivalent syllabi and the same stated learning outcomes as the traditional format counterpart (Exhibit RE 2C-06). This is overseen by the academic unit to which these courses belong. CE provides the facilitation and support of the courses offered in a nontraditional manner; the academic departments ensure that the subject matter and outcomes are equivalent and that instructor credentials are appropriate. This is true whether the nontraditional format in question is one offered in a concentrated time period, such as during the three-week Wintersession, or online.

With respect specifically to online courses, the efficacy of student learning has been widely studied, with many of these studies readily available. Perhaps the most noteworthy recent study is a meta-analysis sponsored by the U.S. Department of Educationxcii, which found that learner performance in online courses to be better on average than the face-to-face courses, and that blended learning had the best results on learner performance than either purely online or purely face-to-face.

All credit programs and courses are governed by general UM academic curriculum policies, however, in the case of Continuing Education, there are practices in place that require signatures from the department chair, the academic dean, the CE dean and the Provost before a course can be offered or before someone is approved to teach. This ensures that all courses offered as well as instructors have the complete approval of the academic unit. Continuing Education is not responsible for determining outcomes or achievements through nontraditional means, as these are the direct responsibilities of the academic units. All travel/study related to for-credit programs and courses are governed by general UM academic curriculum policies; Continuing Education works with the academic units to facilitate the logistics associated with such programs.

Continuing Education does not give credit for prior learning; if this were requested, the individual would be referred to the relevant academic unit and the Registrar.

Non-Credit Programs and Courses

Continuing Education at The University of Montana offers a variety of non-credit courses and programs that are often offered in conjunction with the academic units. Academic departments are frequently consulted regarding the creation and development of non-credit programs including reviewing materials and/or curricula and making recommendations for instructors. These programs are self-supporting and are offered contingent upon having sufficient enrollments to cover associated costs. In the case of cancellation, tuition is refunded. Course fees vary by program. CE also collaborates with internal and external agencies to offer sponsored courses which usually have a credit/non-
credit option. For credit, students pay a minimum of $80 per course for a “recording fee” regardless of the number of credits and as governed by Board of Regents policy. Registration data for non-credit programs are maintained within an electronic database including general course and student information and are stored for five years.

Non-credit courses may be eligible for either Continuing Education Units and recertification credits for the Office of Public Instruction. These vary depending upon the content and length of courses. These credit programs and courses are consistent with the mission and goals of the institution and are taught by qualified faculty. One Continuing Education Unit requires 10 contact hours and the Office of Public Instruction credits are granted at one credit per hour of instruction.

**SUMMARY AND ANALYSIS**

The University of Montana demonstrates educational program effectiveness in its teaching and research. The quality of the faculty and students is exhibited in many ways. Nonetheless, in the next decade the University must build on its strengths and address challenges, as outlined below:

**Strengths**

1. Students and faculty continue to advance knowledge through their research and scholarship. Five recent NSF Career Awards to young faculty members who have demonstrated outstanding research and teaching potential while working with students demonstrate the caliber of faculty and the support provided by the University.

2. The plan, *Partnering for Student Success*, includes components that address identified barriers to student success, emphasizing the importance of engaging students in their own education. The Carnegie Foundation’s selection of the University for Community Engagement Classification in the Curricular Engagement and Outreach & Partnerships category is one marker of success in this area.

3. Improved assessment across the University remains a priority, in order to enhance educational programs and their effectiveness. The Annual Assessment report lays an important foundation for integrated assessment across campus.

4. The University provides instruction in critical languages such as Chinese and Arabic and opportunities for study and internships abroad through some 100 exchange agreements around the world, which have dramatically enhanced student engagement.

5. Student support services such as STUDY JAM and the Writing Center continue to grow and develop, offering more and better services to students.

6. Faculty research and scholarship serve to advance the educational program and provide opportunities to students to become engaged in these activities. The National Conference on Undergraduate Research held at the University...
in April 2010 highlights the dedication of UM faculty in promoting undergraduate research.

7. A new Academic Strategic Plan has been adopted to guide decisions and stimulate continuous discussion and action toward improvement in six key areas (Cultivate Learning and Discovery in Undergraduate Education; Cultivate Learning and Discovery at the Graduate Level; Create a Coherent Vision for Research and Creative Scholarship; Build Community through Engagement and Outreach; Embrace Diversity and Global Engagement; Improve the Workplace Environment).

8. Increases in faculty and facility resources over the last decade have positioned the University for expansion of graduate programs and increases in the number of graduate students. Research funding has increased as well and graduate education will continue to be a critical part of success in the research enterprise.

9. Enrollment and faculty participation in online coursework and programs, course supplements, and noncredit programs has grown substantially since 2000, with rapidly accelerated growth in the last three years and a 20% increase in the last year alone. The centralized coordination of faculty, student and administrative support services, in close collaboration with the academic units, has resulted in improved assistance for those engaged in online teaching and learning. The faculty development and training services related to the delivery of effective online instruction are particularly meritorious.

Challenges and Opportunities

1. Fiscal realities for all of higher education affect the University, requiring assiduous attention to planning, budgeting, and assessing progress.

2. The University must attract additional external research funding from both federal/state sources and private donations, in order to increase the number of funded graduate assistantships and provide the space and equipment required for building graduate programs.

3. The University must continue to incorporate new information technology throughout its operations and educational programs, including student recruitment through business services, student life, pedagogy and course management, and curricular innovation.

4. Faculty must give continued attention to undergraduate educational programs and outcomes to make the undergraduate major more relevant to the world students see around them and capitalize on their apparent desire to make a difference. This will require reintegrating general education and the major, making the former explicitly foundational and enabling students to see the relationship between general education competencies and success in the major.
5. Additional opportunities for student involvement in the community through internships, cooperative education, and community service must be identified and implemented in order to expand student engagement in a global society.

6. The biggest challenges facing graduate education are funding related: achieving competitive stipend levels, covering the non-resident portion of tuition for students on assistantships, and increasing the number of centrally supported assistantships. Further improvements in facilities and continuing acquisition of new equipment also would allow the University to seize new graduate education opportunities.

7. The University must continue to incorporate new information technology throughout its operations and educational programs, including student recruitment through business services, student life, pedagogy and course management, and curricular innovation.

8. The University must acknowledge and support one of the fastest growing areas within Academic Affairs: online learning. This support should focus not only on an appropriate infrastructure but on the continuing emphasis in the overall quality and accessibility of those programs and courses offered online.
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3.A: PURPOSE AND ORGANIZATION OF STUDENT AFFAIRS

Student life, student services, and student learning are the cornerstones of the Division of Student Affairs. The division contributes to the mission of the University by providing services, facilities, and programs that support student needs, foster student learning and personal development, create a healthy and diverse community, and enrich student life. Each office within Student Affairs has its own mission statement that supports and contributes to this broader mission. A Student Affairs brochure describing the mission statement, beliefs, and guiding principles of the division is published and widely disseminated on campus (Exhibit OSM 3-04).

Since the 2000 accreditation visit, significant changes have occurred within the Division of Student Affairs, including changes in organizational structure. The changes resulted from organizational growth, a decision to cluster some operations to increase cooperation among units, and the ongoing efforts of Student Affairs to address perceived needs in service delivery. The new structure serves the division well, as all areas have direct interaction with each other and are able to collaborate effectively. Exhibit RD 3-01 includes a division organizational chart and Exhibit RE 3-05 includes a brief description of the Student Affairs programs.

Included within the Division of Student Affairs are the following services, functions, and programs:

- Administrative oversight of the Division of Student Affairs (composed of 11 departments)
- Collaboration with other sectors of the University in making administrative decisions
- Budget and Fiscal Management
- Capital and Facility Planning
- Information Technology Services
- Oversight of Personnel Actions
- Liaison to Student Government and Student Organizations
- Student Conduct
- Student Advocacy
- Critical Incident Response Team
- Triage Student Complaints
- Diversity Initiatives
- Assessment of Service Delivery
- “Town and Gown” Relationships

Departments within the Division of Student Affairs provide the following services, functions, and programs:

- Enrollment Services (ES)
  - Admissions
    - Outreach and Recruitment
    - Campus Visits
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- Orientation
- National Student Exchange
- UM Advocates
- Nonresident Scholarships
  - Financial Aid
    - Federal Financial Aid Programs
    - Montana Financial Aid Programs
    - Scholarships and Other Institutional Aid Programs
    - Campus Short-term Loan Programs
- American Indian Student Services (AISS)
  - Transition to Campus
  - Promote Native American Community
  - Liaison to Academic and Other Departments
  - Social and Cultural Programming
  - Retention
  - Student Referral
  - General Guidance
  - Support Services
- Campus Recreation (CR)
  - Recreation and Fitness Facilities
  - Golf Course
  - Grizzly Pool
  - Intramural Sports
  - Outdoor Programs
  - Equipment Rental
  - Fitness Classes
- Career Services (CS)
  - Student Employment
  - Career Counseling
  - Credential Files
  - Employer Connections
  - Career Fairs
  - University Testing Center
  - Ask-An-Alum Mentoring Program
- Disability Services for Students (DSS)
  - Reasonable Accommodations
  - Advocacy
  - Counseling for Self-determination
- Foreign Student and Scholar Services (FSSS)
  - Pre-arrival Services
  - Support Services
  - Visa and Immigration Services
  - International House
  - Missoula International Friendship Program
  - Global Partners Program
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- Residence Life Office (RL)
  - Residence Halls
  - University Villages
  - Lewis and Clark Village
  - Campus Vending Program
  - Living and Learning Communities
  - Resident Technology Assistance
  - Student Conduct

- Griz Card Center (GCC)
  - Student, Faculty, Staff, Alumni, Dependent, and Convention Group Identification Cards
  - Debit Card System
  - Facility Access System

- Curry Health Center (CHC)
  - Medical Services (inpatient, outpatient, x-ray, lab, pharmacy)
  - Counseling and Psychological Services (CAPS)
  - Self-Over-Substance (SOS)
  - Student Assault Resource Center (SARC)
  - Dental Clinic
  - Health Enhancement (education, wellness)
  - Student Health Insurance

- University Center (UC)
  - Facility Management
  - Gardens
  - Event Support
  - Shipping Express (USPS, UPS, FedEx)
  - The Source (information, box office, GrizTix outlet)
  - Marketing
  - Conference and Event Planning
  - Audio and Lighting Support
  - Meeting Rooms and Lounges
  - Student Organization Suites
  - Student Involvement and Leadership Development (co-curricular and extracurricular programs and activities)
    - Greek Fraternal Organization Support
    - Diversity Programming
    - Art Gallery and Exhibits
    - Game Room
    - Theater
    - Entertainment Programs
  - Note: Student government offices and agencies, a student-run radio station, other University services, and several private retail operations are located in the UC, but are outside its management authority.
Changes within the Student Affairs address a multitude of assessment strategies including but not limited to strategic planning processes at the division level (see Exhibit SM 3-02 for division and departmental strategic plans) and a new initiative for departments to perform comprehensive program reviews every seven years (see Exhibit RE 3-06 for the Residence Life, University Dining Services, and Career Services program reviews). Overall, these changes reflect Student Affairs’ commitment to expanding services for students and remaining responsive to increasingly emergent student needs, as well as strengthening the University’s recruitment and retention efforts. Not only did these processes result in a recommitment to and improved understanding of the context of Student Affairs within the University, but they reinforced the role of each office within the division and emphasized the importance of teamwork and collaboration. Ongoing review of the mission, goals, and action plans of the division keeps staff members focused, forward-looking, and continually striving for improvement. Significant changes within the Division of Student Affairs that have occurred over the past 10 years include the following:

1. Redefinition of Greek Life Advisor Position in Student Affairs: Prior to 1997, the Greek Life Advisor was a part-time position reporting directly to the Vice President for Student Affairs. The Greek Life Advisor was changed to a full-time position adding duties as coordinator for Student Involvement and Leadership Development within the University Center (UC). With respect to Greek Life, the position continued to report to the Vice President for Student Affairs; regarding the Student Involvement and Leadership Development portion, the position reported to the UC. In 2003, the position was fully integrated under the UC, which has improved staff retention.

2. Construction of Campus Recreation Facility: In 1999, the University received authority to build a new Campus Recreation facility. A $10M bond was issued in the fall of 1999 to fund the project. Prior to construction of a new facility, Campus Recreation facilities and programs were spread around campus, had limited equipment, and could only accommodate a limited number of users. The bond issue not only provided a state-of-the-art recreation facility with cardio equipment, free weights, and large exercising areas, it also built one of the finest climbing walls in the region. In addition, the Campus Recreation Olympic swimming facility was updated to meet the latest codes and make it more accommodating to users. The new facilities have seen fantastic growth in use by students, faculty, and staff, and they have become an important factor in the recruitment and retention of students.

3. Decision on Advertising and Promotion Related to Alcohol or Tobacco at University-related Events: After the Anheuser-Busch Corporation approached the University in 2000 with an offer to increase corporate sponsorship of Intercollegiate Athletics, the Drug and Alcohol Advisory
Committee (DAAC) debated the benefits and drawbacks of such an association. The opinion of the committee was evenly divided between the understandable financial gains and the implicit messages such an association would inevitably send to students. The President weighed the arguments and adopted a policy that prohibits, with few exceptions, the advertisement and promotion of alcohol or tobacco in conjunction with any University-related event or activity. This policy governs alcohol or tobacco product sponsorship and advertising of events planned by University departments or officially recognized University groups and organizations. This policy applies to all on campus and off campus event advertising or promotions in any format, including books, brochures, posters, programs, directories, newspapers, signs, radio and television, video and audiotape, and electronic communications. Signs include those at athletic facilities and other campus locations and on campus vehicles. The University recognizes the relationship between the use of alcohol and tobacco and a variety of correlated academic, social, and health-related consequences. Although the University does not stand in loco parentis to its students, it accepts responsibility for advocating and upholding the virtues of community, safety, harm reduction, and social responsibility. The University of Montana will not use beer, wine, liquor, or tobacco products (name, trademark, or logo) in advertisements and promotions for, or as sponsors of, any University event or activity regardless of location; will not use any University logo, trademark, or name in conjunction with alcoholic beverages or tobacco products or symbols; will not make alcohol or tobacco the focus of any University event, or use the availability of beer or other alcoholic beverages or tobacco to promote any University event; and will not provide alcoholic beverages or tobacco products as awards or prizes to any person or organization participating in any University event or in any event on University property. This policy reflects the University’s commitment to reducing alcohol and tobacco consumption among the campus community. To that end, the University is considering banning all tobacco products on campus starting in the fall of 2011.

4. Relocation of Student Support Services to Center for Student Success: Following the success of previous initiatives to cluster related programs and services, the Center for Student Success was added to the Lommasson Center in 2000. The student support programs that are housed in this center include Career Services, Disability Services, Internship Services, Testing Services, TRIO, and Undergraduate Advising. As a result of this new configuration, all of the programs have experienced exponential growth in their programming and the number of students served.

5. Accreditation of Curry Health Center by the Accreditation Agency for Ambulatory Health Care: In 2000, Curry Health Center (CHC) was first accredited by the Accreditation Agency for Ambulatory Health Care (AAAHC), the primary accrediting agency for student health centers. Since then, CHC has received the maximum three-year accreditation and is due for a reaccreditation site visit in February 2009. The CHC Director and the medical Chief of Staff also serve as surveyors for AAAHC.
6. Inclusion of the UM Golf Course into Campus Recreation: In 2000, Student Affairs facilitated the merging of the UM Golf Course, which had previously operated as a separate entity, into Campus Recreation. This resulted in all recreational activities reporting to one area. Even though the golf course caters more to off-campus users than students, it was appropriate to align it with Campus Recreation. This change allowed Student Affairs to achieve an economy of scale by using expertise in the Campus Recreation area for oversight in budget, accounting, and management.

7. Funding for Increased Scholarship Awards: Student Affairs initiated the Cal Murphy Scholarship Program in 2000 for nonresidents. This scholarship requires recipients to reside in University housing facilities, which has ensured a stable occupancy and resources for students to pay for their education. This scholarship started with a $100,000 annual contribution from auxiliary services within the division, and with general fund support has grown to $900,000 annually. In addition, the institution created the Leadership, Achievement, and Service Award (LAS) in 2004 to enhance the recruitment of nonresident students. These two award programs have helped stabilize nonresident enrollment.

8. Consolidation of New Student Services, Admissions, and Financial Aid: In 2001, the offices of Admissions, New Student Services, and Financial Aid were reorganized under one executive director, later designated Assistant Vice President for Enrollment. This organizational structure was created for a unified approach to recruiting, admitting, and retaining students with more consistent financial aid packages, especially in the area of scholarships for nonresidents.

9. Expansion of Resident Technology Assistant Program into Student Affairs Information Technology: In 2001, the Resident Technology Assistant Program was expanded to include all offices within the Division of Student Affairs. This expansion allowed for more cost-effective hardware, software, and user license purchase. Implementation and roll-out of the Citrix application delivery system was accomplished, thus providing a uniform system across Student Affairs. This change allowed for more prompt user assistance and trouble-shooting services. In 2005, the Resident Technology Assistant Program was officially named and recognized as Student Affairs Information Technology (SAIT). This change was significant because it provided the opportunity for all offices within the division to be involved in strategic planning and goal setting for SAIT. Additional resources were also available for advancing the scope and responsibilities of this office, which also established SAIT’s authority and responsibility on a division-wide basis.

10. Creation of Assistive Technology Coordinator Position within Disability Services for Students: The University created the Assistive Technology Coordinator position within Disability Services for Students (DSS) in July 2002 in order to upgrade and coordinate assistive technology on campus. Assistive technologies are the tools used with mainstream technologies that ensure that students with disabilities can use campus technology on equal footing with their peers. They include assistive listening devices, talking book players, and supplemental computer hardware and software such as...
screen readers, screen magnification, and voice recognition. Assistive technologies also encompass design issues, such as ensuring that online instruction is accessible and that documents and other printed materials can be accessed by those who have difficulty reading print due to a disability. These technologies require ongoing maintenance, planning, and training to sustain accessibility. Before this position was implemented, the University was not meeting all of its obligations to students with disabilities; for example, new computers intended for student use remained in their boxes for six months because no technology support was available for disability concerns. Today, DSS is not only keeping pace with the new technology, but students are being shown how to use the assistive technology to meet their needs on campus. Due to the ever increasing reliance on technology in higher education, the Assistive Technology Coordinator stands as a critical element in equal access and opportunity for students with disabilities.

11. Creation of the Office of Student Employment: In an effort to create a centralized operations structure for student employment, Career Services created the Office of Student Employment in 2002. This initiative standardized campus-wide student job posting policies, processes, and application procedures and created a job posting website. Students and employers now have an online, centralized, easy to use system.

12. Expansion of Student Assault Resource Center (SARC) Services: In 2002, SARC received a three-year federal grant to develop outreach prevention programs that address relationship violence. This program added prevention services to longstanding survivor support services. When the grant ended, UM students supported an addition to the student health fee to provide funding for this important service.

13. Establishment of the Student Affairs Assessment Committee: The division-wide Student Affairs Assessment Committee was created in 2003 to elevate the professional standards and accountability of the strategic planning and program assessment occurring within the Division of Student Affairs. This committee is charged with ensuring that each department within Student Affairs conducts an annual assessment project and with publishing the Student Affairs Assessment Report. The ultimate goal is for Student Affairs to continuously improve the services provided to students.

14. Implementation of SEVIS in Foreign Student and Scholar Services: In January 2003, the Department of Homeland Security certified The University of Montana for the implementation of a federally-mandated system which transmits foreign student and scholar information and event notifications to the U.S. Immigration Service throughout a visitor’s stay. The web-based system, known as the Student and Exchange Visitor Information System (SEVIS), allows tracking, monitoring, and access to current information on F, M, and J non-immigrants. To comply with the SEVIS reporting requirements in an efficient and accurate manner, Foreign Student and Scholar Services (FSSS) acquired fsaATLAS. This web-based foreign student case management application handles batch submission to SEVIS with batch uploads from BANNER. The implementation of SEVIS has impacted Foreign Student and Scholar Services in its business processes,
advising services, institutional compliance and reporting duties, budget, and workload. The increased workload demands of this government mandate resulted in a new position being added to FSSS and the transfer of another position to FSSS from International Programs.

15. Establishment of American Indian Student Services (AISS): In 2003, the Vice President for Student Affairs launched the AISS program on a one-year pilot basis. Including the pilot year, AISS is now in its sixth year. The mission of AISS is to work toward greater academic success within the American Indian student body and to be a liaison between the student body and the University administration, faculty, and staff. The program promotes excellence and education for all. The primary emphasis is to identify and provide intervention strategies that help students realize their academic potential and persist at the University while facilitating the University’s understanding of these students’ diverse needs. AISS provides student assistance relating to financial aid processes, scholarship searches, transitioning to campus and the larger community, academic advocacy, community resources, referrals, and social and cultural programming.

16. Addition of Sports Medicine Staff Position to Curry Health Center: For decades CHC medical staff has provided physician coverage for UM athletes, both on and off the field or court. In response to increasing specialization in sports medicine, CHC entered into a collaborative agreement with Intercollegiate Athletics in 2003 to bring to CHC a physician certified in sports medicine. Funding for this position is shared between the departments and the expertise enhances the quality of service for both athletes and non-athletes.

17. Collaboration between Enrollment Services and the Office of Planning, Budgeting, and Analysis: The Enrollment Services area has worked more closely with the Office of Planning, Budgeting, and Analysis (OPBA) since 2003 to manage enrollment more carefully through data analysis and strategic planning. Enrollment Services implemented changes to attract and retain students that fit the environment of the campus, including families that can afford the cost of nonresident tuition. In addition, a collaborative project regarding resident students illustrated to State of Montana officials the need for more assistance to lower income families.

18. Relocation of the Office of the Vice President for Student Affairs: In June of 2003, a new Vice President for Student Affairs began her tenure with the University. Shortly after this transition, the Vice President for Student Affairs agreed to move the office into a refurbished suite on the lower level of University Hall. This move allowed the former office space to be used by the Division of Research and Development, which was in need of additional contiguous space. The new Office of the Vice President for Student Affairs is located in the same building as all other administrative offices, but is now the only one that is fully accessible.

19. Completion of Lewis and Clark Village: Lewis and Clark Village opened as an on campus residence option for students in 2004. This 196 apartment complex with a capacity of 462 beds was designed and reserved for upper-
class undergraduate and single graduate students. Prior to the construction of Lewis and Clark Village, this housing option was not available to students through Residence Life. This housing option supports the University’s strategic goal to increase graduate student programs and enrollment.

20. Creation of Development Officer Staff Position within Student Affairs and the UM Foundation: The Division of Student Affairs partnered with The University of Montana Foundation in 2004 to employ a development officer who would work part-time for the division. The development officer works very closely with the leadership of the division to determine fundraising possibilities. This arrangement is now an integral part of both operations. The Vice President for Student Affairs and the directors of each department work with the development officer to identify fundraising goals and potential prospects. This partnership has already proved beneficial to the division in terms of providing not only additional scholarship funds but also the potential of unrestricted gifts for specific programs.

21. Establishment of Student Affairs Advisory Board in Support of Capital Campaign and Student Affairs Fundraising: In 2004, the Vice President for Student Affairs established a new advisory board, consisting of recent graduates, alumni, community individuals, and other interested persons to assist the division in fundraising and development activities (such as raising money for student scholarships and program support); serving as advocates for Student Affairs; and providing new ideas and influence when needed. The Student Affairs Advisory Board meets once per year and as needed. The board is still in developmental stages, but has already helped with identifying various fundraising strategies.

22. Establishment of Montana Partnering for Affordable College Tuition (MPACT) Awards: Montana Partnering for Affordable College Tuition was created in 2005 for qualified freshmen from Montana. The purpose of this program is to encourage college attendance for students who achieved success in high school, but for whom college may not be an option because of cost. The program enhances federal and state aid with institutional grants designed to lower the amount of debt Montana students incur. The MPACT students are also offered opportunities for work-study employment and special campus mentoring.

23. Establishment of Peer-review Process within Student Affairs: In 2005, the Division of Student Affairs initiated an accountability project with the expectation that all Student Affairs departments will undergo internal and external peer review utilizing their respective professional standards. Each department will undergo these reviews approximately every seven years. As a result of this process, each department will establish goals, identify areas for improvement, and more closely align their operations with national professional standards.

24. Addition of Psychiatric Staff Position to Counseling and Psychological Services: In response to an increasing need for mental health services, CHC added a half-time psychiatry position to the staff of CAPS in 2006. The addition of this expertise, coupled with collaboration between providers in
CHC Medical Clinic and CAPS, enhanced the provision of mental healthcare for students.

25. Initiation of the Day of Dialogue: In the fall 2006, the University Center hosted the first “Day of Dialogue: Building Communities of Difference.” The plan for this project arose from a discussion between Student Affairs directors and the Vice President for Student Affairs concerning the support of diversity on campus. Student, staff, faculty, and administrative representatives constituted the event planning committee. Day of Dialogue is now an annual, all-day symposium that focuses on topics including race, gender, ethnicity, disability, religion, sexual orientation, and employment hierarchy. The campus community is exposed to a multitude of issues surrounding diversity through presentations, performances, workshops, art exhibits, and other means of communication. Participation has grown steadily in each successive year, broadening understanding and enriching the collective campus culture.

26. Establishment of an Automatic Index of Student Fees: In the spring of 2006, Student Affairs initiated a new approach to increasing mandatory student fees based on an inflation index to determine how much student fees should be increased. This approach improved on the previous system, which was to forgo fee increases for several years, then request high percentage increases as budgetary needs arose. Under the new system, the Vice President for Student Affairs meets with the Associated Students of The University of Montana (ASUM) and representatives from Curry Health Center, Campus Recreation, and the University Center as a group to discuss all proposed mandatory fee increases. Fee increases up to 3.5% will only require endorsement by the UC, Campus Recreation, and their respective advisory boards (the UC Board and the Campus Recreation and Sports Committee). Proposed fee increases from to 3.5% to 5.0% will require endorsement by the respective advisory boards and will be implemented automatically unless overturned by a two-thirds vote of the ASUM Senate. The revised system ensures that ASUM is aware of all proposed fee increases that it is asked to support, that Campus Recreation and the University Center are better able to manage their budgets and maintain a stable financial base, and that Curry Health Center, Campus Recreation, and the UC are held accountable to the ASUM Senate for budget management and maintaining open communication. Curry Health Center is still in the process of establishing a reliable index appropriate to the healthcare field which will eventually be incorporated into the revised system.

27. Establishment of the Critical Incident Response Team (CIRT): Campus violence and student disruption have evolved over the past 10 years into critical issues for colleges and universities. In 2004, stakeholders at UM began to meet as an ad hoc group to address problematic situations and strategize on the development of a more formal process. These efforts culminated in 2007 when the Vice President for Student Affairs established CIRT to identify, assess, and respond to serious or potentially serious incidents related to student mental health, physical health, or conduct, which, if disregarded, could threaten the health and safety of the campus community. The nature of the incident will dictate the type of protocol used
to confer with selected University personnel. CIRT is composed of campus professionals including the Director of Curry Health Center, Executive Vice President, Director of Disability Services for Students, Director of Public Safety, Director of Counseling and Psychological Services, Dean of Students, Director of Residence Life, UM Legal Counsel, Director of Equal Opportunity/Affirmative Action, and a psychology department professor. The Vice President for Student Affairs provides executive officer oversight of CIRT, and the Dean of Students serves as the chair. Any member of the campus community may use a standard referral form. By filling out and submitting the referral form to the Dean of Students, CIRT will be made aware that a student was recently or is still in crisis, or that a threat assessment may be needed to appropriately deal with a situation. This will permit a supportive response to ensure that the student receives necessary assessment and help. Reports may be filed anonymously, or reporters may request that their identities remain confidential (Exhibit RE 3-08). Nothing in the form or reporting procedure is meant to modify any legal requirements applicable to licensed healthcare professionals’ disclosures of healthcare information protected by health and medical confidentiality laws. At the same time, CAPS and Health Enhancement (within the Curry Health Center) collaborated in the development of a comprehensive suicide prevention program. These two related efforts strike a balance between support for individuals and protection for the campus community.

28. Reassignment of Griz Card Program to Residence Life Office: In 2007, the administration of the Griz Card program was assigned to Residence Life. Residence Life subsequently developed a five-year strategic plan for the Griz Card Center. The office has succeeded in reducing administrative costs and revitalized the one-card program on campus. New software purchases are planned to enhance Griz Card services, including a shift from UNIX to the Universal operating platform, which will allow for better industry support. In addition, a new badging program has already been implemented.

29. Establishment of Vice President for Student Affairs Oversight of Student Government Staff: In 2007, ASUM and the Office of the Vice President for Student Affairs established a memorandum of agreement which puts in place vice presidential oversight of the staff who work for and report to student government. This provides for consistency across the University in the application of policies and procedures that pertain to and impact staff.

30. Renovation of International House for Complete Disabled Accessibility: The University of Montana International House, administered under the auspices of Foreign Student and Scholar Services, is an activity center and intercultural gathering place for the University community, with a special focus on serving international students and scholars. The objectives of the house are to provide visible evidence of UM's commitment to international programs and students; to be a focal point for international activities in general; to be a center for activities of the International Student Association (ISA); and to provide a place to foster relationships among international students, faculty, and the Missoula community. The International House is a former residential home, with the main floor living room, dining room, and kitchen, as well as the spacious yard, serving as the activity center. The
bedroom area of the three resident student managers is upstairs, and the basement serves as a vital storage facility for affiliated student and community organizations. In the summer of 2007, the University updated the International House in compliance with the Americans with Disabilities Act. In October 2007, the University completed the extensive remodeling on the main floor of the International House to achieve full accessibility. The remodel included new access ramps, broadened walkways and doorways, a fully accessible bathroom, and a designated parking spot for people with disabilities. In addition, the back yard was fully fenced to provide a safer environment for visitors with children. The renovation has greatly expanded the capacity of the International House to serve as a cultural activity center.

31. Approval of Policy Changes to Griz Card Program: The President approved two significant policy changes pertaining to the Griz Card program in 2008. Campus construction standards were amended to require, at minimum, wiring and electronic hardware for all exterior doors for card holder access and monitoring functions. The wiring must be terminated in the facility's main technology room, and space must be reserved within this room for future expansion of Griz Card functions. Facility planners are also required to meet with Griz Card personnel to review the potential uses of the Griz Card. The second policy change recognizes the Griz Card program as a campus-wide enterprise, and beginning in the 2012/13 Biennium, $50,000 of funding from the central administration will further increase Griz Card sites and services across the campus.

32. Establishment of Student Affairs Immersion Learning Program (SAIL): The Division of Student Affairs created SAIL in 2008. This program provides two internships annually to train qualified candidates who are considering or planning careers in the profession of Student Affairs. These candidates spend the academic year as interns in various Student Affairs offices and receive a tuition waiver, academic credit, and a stipend. This program emphasizes Student Affairs as a profession, assists students with career planning, and helps create a professionally trained workforce.

33. Recommitment to Student Success and Retention: In fall 2008, the Retention Task Force concluded its two-year project with the publication of the Partnering for Student Success plan. The Task Force was an outgrowth of an administrative Retention Summit that identified the need to strengthen the University’s focus on student retention. The plan was a collaborative effort between Student Affairs, Academic Affairs, and Administration and Finance, and it presents a multifaceted approach to student success to include K-12 preparation, college transitions, integration of the early college curriculum, student engagement, strengthened student support, and an emphasis on faculty and staff development. The Task Force also produced and distributed a Partnering for Student Success brochure to facilitate the dissemination of this information to the University community.

34. Construction of the Native American Center: The Payne Family Native American Center, expected to be completed in 2010, will be a bridge between Native American and mainstream cultures. The center will be the first facility in the nation built expressly to accommodate a Native American
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Studies department, an American Indian Student Services office, and other related campus programming. It will be a 19,900 square foot academic center, social and cultural hub, and gathering space. Additionally, the center will be a symbol of goodwill, unity, and intersection. The center is expected to be the first UM building to receive LEED Certification – Gold Level.

The challenge faced by American Indian students is that of achieving success in a system entirely different from that of their own communities and traditional teachings. Centralizing Native American Studies and student service resources will contribute to the experience, resource availability, and network opportunity for students. A facility for students to interact, work, and support each other will enrich their educational endeavors and aspirations to succeed at The University of Montana. – Vina Little Owl ’06 (B.S. Accounting), Gros Ventre Tribal Member, Corporate Auditor, Nike, Inc.

3.A.1: Staffing, Position Descriptions, and Performance Reviews

The departments within the Division of Student Affairs are staffed with competent, experienced, and degreed professionals who care about students. Some are long-time, loyal, and skilled employees and others are new hires with fresh, diverse perspectives. Of the 14 members of the division management team, three have doctoral degrees, one of which is a medical degree, six have master’s degrees, and five have bachelor’s degrees. Professional training and experience have been critical factors in recent hiring decisions.

Position descriptions are routinely updated when vacancies occur, and may be updated during performance reviews or self-studies. The Vice President for Student Affairs regularly engages in discussions regarding performance expectations with the Student Affairs directors. Exhibit OSM 3-02 comprises position descriptions of the 14-member management team.

Of the 339 staff members in the Division of Student Affairs, 109 are considered professional. Of the professional staff, 6% have Ph.D. or Ed.D. degrees, 16% have M.D., J.D., or M.S.W. degrees, 21% have M.A. or M.S. degrees, 48% have B.A. or B.S. degrees, and 9% have A.A. degrees, A.A.S. degrees, or certificates. Brief resumes of the professional staff are included in Exhibit SM 3-05.

Staff members are encouraged to stay current in their fields through involvement in professional associations and participation in professional conferences and workshops. During the past three years, over 44% of the professional staff attended regional or national conferences and workshops, almost 95% have attended workshops and conferences locally or in Montana, nearly 19% hold leadership positions in their professional associations, and 25% have published in a professional journal or given a presentation at a professional conference.

Staff members are encouraged to participate in cross-functional training, computer training, and other workshops that enhance job performance and satisfaction. Many staff members take advantage of the tuition fee waiver to take University courses and pursue degrees.
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Classified staff members in the Division of Student Affairs are reviewed annually in accordance with Human Resource Services guidelines. Some directors use a formal process including standard forms, self-evaluations, peer evaluations, and reviews by supervisors, while other directors use an informal evaluation process, usually involving a discussion of goals and objectives. The most technical evaluations are conducted for sign language interpreters and licensed health services staff.

The Vice President for Student Affairs conducts annual performance reviews of all direct reports, including directors. Each year, the directors complete self-evaluations and status reports pertaining to their goals and objectives. Every other year, the Vice President for Student Affairs solicits evaluative feedback about the directors from students, staff within the directors’ respective units, fellow directors, as well as others on campus who have interacted with the directors. The results are reviewed with each director, and objectives for improvement are established.


All areas within the Division of Student Affairs annually establish goals and objectives and develop action plans, policies, and procedures to accomplish those goals and objectives. Professional standards, guidelines, and principles, such as those of the Council for the Advancement of Standards and various functional area professional associations are consulted to ensure the appropriateness of the plans and to determine resource needs. This commitment to continuous improvement is also evident in the division’s 2005 directive to perform full program reviews based on professional association standards every seven years. Career Services, Residence Life, and University Dining Services have completed program reviews (see Exhibit RE 3-06) while the remaining departments are at various stages of their respective review processes. Other types of assessment drive annual goal setting and the development of policies and procedures. These assessments include student needs and satisfaction surveys, campus-wide assessments such as the National Survey of Student Engagement (NSSE), and the collection and analysis of retention data, statistics, and demographic information. Overall, the goals, policies, and procedures of each area support and contribute to the mission and strategic plan of the Division of Student Affairs and the University.


All areas of Student Affairs are working with limited budgets but have done a commendable job of performing their assigned tasks and achieving their goals. Space, particularly for storage, continues to be a campus-wide problem; however, most Student Affairs areas are operating with adequate space. In Academic Year 2003-04, Student Affairs established American Indian Student Services and space was allocated to the program in the Lommasson Center, the main student service building on campus. Other additions to Student Affairs facilities include the new Center for Student Success that was completed in 2001, which provided new offices for Disability Services, Career Services, the Undergraduate Advising Center, the TRIO program, and Internship Services. A new Campus Recreation Center was also constructed in 2001, which provides that department with additional program and office space.
Since 1999, The University of Montana has experienced a 16.4% increase in the total number of enrolled students. In addition, the student body demonstrates increased representation from specific groups of students. Students who reported membership in ethnic minority groups have grown in number from 696 to 1,060 in 2009, which represents an increase of 52% since 1999. Foreign student numbers have increased from 385 to 472 in 2009, which represents an increase of 22.6% since 1999. Students reporting disabilities have increased from 588 to 970 in 2009, which represents a 65% increase. Though all of these specific student groups have experienced growth, their growth relative to the increase in the total number of enrolled students is less notable. In fact, the number of foreign students as a percentage of the total student body has decreased slightly since 1999, and the other two groups have increased relative to the total student body by factors of only two or three percent. Foreign student enrollment represents an interesting case, however, as the policy changes put in effect following the events of September 11, 2001 have limited foreign student travel to the U.S. to attend school. Enrolled foreign student numbers have grown, but have yet to reach the levels reported in 1999. In sum, despite the impressive growth in the numbers of each of the three subgroups, all three combined represent 17.6% of the student body in 2009, compared to 13.7% in 1999.

In addition to increased enrollment and diversity, The University of Montana has experienced the nationally observed trend towards increased student demand for mental health services on college campuses. Since 1999, the number of students with psychological or emotional impairment has increased 392% while the number of students with attention disorders has increased 53%. This trend has resulted in increased requests by students for care from the Curry Health Center and Counseling and Psychological Services, which provide psychiatric services, personal counseling, substance abuse counseling, and psychological assessment. The number of students
requesting this type of care increased between 1999 and 2009 for both CAPS (a 28% increase) and CHC (a 50% increase). CHC and CAPS also provide a substance abuse counseling program, the Self-Over-Substance (SOS) program, which provides alcohol awareness education and out-patient counseling. This program has experienced a 124% growth in utilization by students since 1999. This increase is due in large part to a change in Montana law which now requires alcohol abuse prevention counseling for individuals charged with a “Minor in Possession” violation. In the past, this counseling was only required for Student Code of Conduct violations. Currently, Missoula only has two facilities that offer such training, one being the SOS program.

Overall staffing in Student Affairs has increased by 18.7% since 1999. This reflects fairly closely the 16.4% increase in enrollment during the same time period. As part of its efforts to improve student retention, the Division has increased staffing, and thereby its capacity to respond to students’ needs. In addition, the entire budget for the Division of Student Affairs increased by 68%. Funding for operations has seen moderate increases in the last 10 years, and Student Affairs areas continually reevaluate their operational spending to maximize efficiency and value, taking into account the increasingly broad spectrum of student needs they must accommodate. In recent years the University has invested additional funds in recruiting, acknowledging that nonresident enrollment is a major institutional goal. Currently, the state funds 10% of the division’s budget, and Student Affairs relies on auxiliary operations for the remaining 90%.

As in the past, Student Affairs has attempted to bring contract salaries into line with median College and University Professional Association for Human Resources (CUPA-HR) data. The division has had success in some areas and continues to lag behind in others. Contract salaries range from 82% to 90% of median CUPA-HR figures. Classified staff is tied to the state system and raises are determined at that level. In the last couple of years, classified salaries have become less competitive nationally; however, custodial salaries were recently reviewed and an increase was authorized. In addition, the University provides a competitive benefit package that includes leave and health insurance.

The Division of Student Affairs has developed methods for operating effectively despite restricted budgets in the face of limited capital resources. Deferred maintenance is a growing problem as it is on every campus in the U.S.; however, Student Affairs continues to manage this problem carefully in order to maximize the use of all assets. Student Affairs directors have done a commendable job in using their resources judiciously. Facility utilization continues to increase and satisfaction surveys indicate that most users are satisfied. Student Affairs is mindful of student costs and has only increased fees on an as-needed basis and in consultation with student government over the past 10 years.

The immediate future of the division will involve significant transition. Several long-time directors will be retiring in the coming years, all of whom will leave with more than 30 years of experience at the University. While their positions will be filled, their experience and institutional knowledge cannot be easily and immediately replaced. The Vice President for Student Affairs has made succession planning a priority, but losing that much experience will leave a void within the management team.
In 2003, the former Vice President for Student Affairs retired. A new Vice President was hired and started work in June of that year. In 2005 the Vice President’s office moved into a completely refurbished and accessible suite of offices located on the lower level of University Hall. Most Student Affairs offices have undergone minor or cosmetic renovations. Efforts were made in the last five years to upgrade furniture in offices and this task continues. Through enhancements in technology and customer support, the division has and will continue to provide quality services to students and other users of Student Affairs services.

Several projects are on the drawing board that will further enhance quality service to students and other members of the University community. These projects will depend on funding, but it is hoped that they will be initiated within the next five years. These projects include a complete renovation of our major contract dining facility; major renovations to the University Center ballroom, UC entrance and stair enclosures, and the atrium; storage facilities for students housed on campus; expansion of the family housing community center; and refurbishment and renovation of the dental facilities within Curry Health Center.

3.B: General Responsibilities

3.B.1: Needs and Characteristics of the Student Population

Identification of student characteristics, learning needs, and special needs, where appropriate, begins with the first contact with the student. The Division of Student Affairs at The University of Montana and the Academic Affairs sector identify the characteristics of the student population and distribute those data on the “UM By the Numbers” website (Exhibit RD 3-03). Additionally, most Student Affairs departments gather information concerning student characteristics through surveys or applications directly related to the individual unit’s specific purpose and function.

The process of addressing the needs of students begins with the admission application, standards for admission, and orientation. Orientation presentations respond to the needs of the students as identified in applications, face-to-face discussions, placement assessments, and identification of cohorts such as traditional students, nontraditional students, students making career changes, and displaced workers. Characteristics of students are associated with high school grade point averages, course placement assessment scores (ALEKS, COMPASS, MUSWA), and scores received on national readiness assessments (ACT, SAT).

As a first step in responding to students’ needs, faculty, staff, and administrative personnel establish relationships with students in the first stages of admission. Advising is another common avenue for responding to student needs. The advising model employed at The University of Montana is suggested by the National Academic Advising Association (NACADA). A mixed model is utilized at the Mountain campus, and a faculty-based model is applied at the College of Technology (COT). At the Mountain campus, the mixed model includes a combination of faculty and professional advisers with the professional advisers primarily working with undeclared students. At the College of Technology, faculty take full responsibility for
advise students. Through both models The University of Montana provides a system of advising that supports, guides, and responds to the needs of students.

Faculty and professional advisers recognize the value of course placement scores of students and use these scores to provide appropriate placement in writing and mathematics courses. The University of Montana has developed programs that address student needs by providing writing and mathematics preparation courses at the college level, which are recommended based on students’ placement scores. These developmental courses and support services are delivered by the College of Technology, the Math PiLOT program, The Writing Center, and the Partnering for Student Success plan.

In order to identify specific student needs, The University of Montana (including the College of Technology) gathers characteristics data organized in a variety of ways, including in-state or out-of-state status, graduate status, residency status, transfer and geographical origin, traditional or nontraditional, major and enrollment status, and distance in-state and out-of-state. Additionally, students may be identified as “early admit,” dual-enrolled, or non-degree. They may also be grouped with other students from specific Montana counties, U.S. states, or countries. University of Montana students are often identified as first-generation attendees, first-time freshmen, or first-time nontraditional students. These data also include gender and ethnicity, to which the University can then respond with specific services critical to retention and persistence to graduation.

In its annual report, Disability Services for Students indicates student characteristics obtained from enrollment data that include the number of undergraduate and graduate students enrolled who identify as disabled. Such data allow DSS to support self-advocacy by improving its capacity to plan for student needs through specific technologies, specific accommodations, and availability of note taking and interpretive staff. The University of Montana also collaborates with the College of Technology to provide a representative from DSS with regularly scheduled office hours during each academic year.

Finally, The University of Montana regularly administers national surveys which are generally described as student satisfaction surveys. These surveys contribute to the data-gathering efforts that provide essential information regarding University of Montana student characteristics.

3.B.2: Student Participation in Institutional Governance

Students have opportunities to play significant roles in institutional governance on The University of Montana campus. Typically, more than 75 students serve on 51 official University committees, including the Academic Standards and Curriculum Review Committee" (ASCRC), the Committee on Campus and Facilities": and the Strategic and Budget Planning Committee (SBPC). If a student seat is vacant, the President's Office notifies student government leaders and the ASUM Senate, in consultation with the President, appoints students to vacant committee seats. The guidelines for number of students and the appointment process are outlined specifically in Section 20.000 of the UFA Collective Bargaining Agreement (UFA CBA)".

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ASUM is the official representative body of the students. Its organizational structure facilitates student involvement in the governance of the University. The three executive officers (President, Vice President, and Business Manager) meet regularly with the University President, Provost, Executive Vice President, Vice President for Administration and Finance, Vice President for Student Affairs, and Dean of Students. The ASUM Relations and Affairs Committee addresses a wide variety of campus issues including, but not limited to, auxiliary fees and operations, campus development plans, campus security, environmental health, insurance, parking, Athletics, academics, and library operations. ASUM also includes committees that focus on the College of Technology, information technology, the University Center, publications, the student radio station, transportation, Campus Recreation, housing, and student political action.

Through ASUM, students have a voice in University budget matters, including establishment of fees, changes in tuition and existing fees, and allocation of fees. Boards of Regents policies grant the student government the opportunity to discuss any change in tuition or mandatory fees under consideration with the Board of Regents. Before approving or increasing a mandatory fee, the Board of Regents will give the student government the opportunity to express student opinion regarding the fee through the formal actions of the student government or student referendum. Students also have a voice in the allocation of established fees, including fees pertaining to the University Center, Campus Recreation, Curry Health Center, student activities, computers and technology, radio, transportation, and buildings. Student seats exist on the committees and advisory bodies related to these fees.

Individual academic departments and colleges also include student members on advisory boards and students sit on various ad hoc committees relating to personnel searches, task forces, and procedural advising, among others. For example, the Dean of the School of Business Administration has a student advisory group that meets with the school's leadership at least twice per semester. This practice follows Section 20.000 of the UFA, which states that students shall have the right and responsibility of participation in all academic unit meetings and committees. Student membership on committees in academic units consists of at least one student member, and at least two if the committee is larger than five. Despite these policies, student involvement in academic committees can be inconsistent, as student participation is dependent on scheduling, the time in the academic year with regard to standard examination periods, and students’ changing interests, and is compounded by frequent turnover in student membership.

Most departments within Student Affairs have an advisory committee consisting primarily of students. A student representative for each department sits on the Student Affairs Advisory Council, which provides a forum for students to discuss issues regarding student services with the Vice President for Student Affairs. Many offices routinely seek out student opinion through surveys, focus groups, and other means of assessment.

Members of the faculty are also involved in development of policies for student programs and services in a number of ways. Departments such as the University Center and its various student involvement programs, Campus Recreation, Enrollment Services, and Career Services have advisory boards that include faculty members. In particular, committees that recommend policies for student programs
and services have faculty representation: these include the Drug and Alcohol Advisory Committee, Diversity Advisory Council, University Athletic Committee, Scholarship and Financial Aid Committee, Committee on Campus and Facilities, and the Parking Policy Committee, among others.

3.B.3: Students’ Rights and Responsibilities

The Student Conduct Code (see Exhibit RE 3-01) governs all student conduct at The University of Montana. Student enrollment presupposes a commitment to the principles and policies embodied in the code. It embodies the ideals of academic honesty, integrity, human rights, and responsible citizenship. It sets forth University jurisdiction, student rights, standards of academic and general student conduct, and procedures for adjudicating charges of academic and general misconduct.

The Vice President for Student Affairs and the Provost and Vice President for Academic Affairs provide executive officer oversight of the Student Conduct Code. The Vice President for Student Affairs is responsible for all general conduct, and the Provost and Vice President for Academic Affairs is responsible for all academic conduct. Both sections of the Student Conduct Code follow similar steps in responding to alleged misconduct. The major procedural steps in the Student Conduct Code are investigation, administrative conference, University/Academic Court hearing, and hearing review by the President. The University/Academic Courts are composed of students, staff, and faculty.

The Student Conduct Code is published in unabridged and abridged formats. The abridged document is distributed to students in pamphlet form during New Student Orientation. Unabridged copies are given to accused students during the investigative stage. Additional copies of each format are available from the offices of Residence Life, the Vice President for Student Affairs, the Dean of Students, ASUM, and the Provost. In addition, each publication contains a website where the code may be viewed in its entirety.

Both versions of the Student Conduct Code reference additional policies, regulations, and professional or ethical standards that supplement the Student Conduct Code. These include, but are not limited to, the Student-Athlete Conduct Code, Drug and Alcohol Policy, Vehicle and Traffic Regulations, University Facilities Use Policy, Alleged Misconduct in Research and Creative Activities Policy, Responsible Use of Electronic Communications Policy, Law School Honor Code and Procedures, and Residence Life Regulations.

Copies of the Student Conduct Code, in addition to Residence Life rules and regulations, are distributed to students in residence halls, University Villages, and Lewis and Clark Village. Residence Life personnel adjudicate alleged general misconduct incidents that occur in University housing facilities. The Dean of Students adjudicates all other alleged general misconduct incidents. In either situation, students may appeal to the Vice President for Student Affairs and the University Court for relief. The President of the University reviews all University Court decisions. Additionally, students may appeal to the Commissioner of Higher Education and the Board of Regents.
STANDARD THREE: STUDENTS

The offices of Residence Life, the Dean of Students, and Public Safety are vigilant in their enforcement of the Student Conduct Code, including the University’s alcohol and illicit drug policies. Students who violate the University’s alcohol or drug policies are required to participate in the educational SOS program offered through the Curry Health Center. The majority of students who complete the SOS program do not re-offend.

The primary consideration pertaining to each alleged general student misconduct incident is the health and safety of the campus community. Assuming the campus community is not at risk, each disciplinary proceeding is approached from a student development perspective. Students are held accountable for their actions and are taught there are consequences for inappropriate behavior. Sanctions are then applied in ways intended to help students learn from their mistakes rather than arbitrarily suspending or expelling them; however, in some cases the behaviors are so egregious that suspensions or expulsions are necessary. Usually only five or six students are suspended each year, most of which are one-year suspensions. Students who commit offenses such as rape or violent physical assaults are usually expelled; however, expulsion is a rare occurrence.

Available data suggest the Student Conduct Code is fairly and consistently administered. Students usually agree to disciplinary findings and imposed sanctions rather than appeal to the next level. For example, only three University Court hearings were held during the past three academic years. The Academic Court heard one case during the same period.

The University’s alcohol policies are found unabridged in the *With Your Personal Safety in Mind* handbook (Exhibit RE 3-08). Copies of the handbook are distributed to students during New Student Orientation. In 2009, the University published and distributed an abridged version of its alcohol policies in the form of a pamphlet, with the expectation that more students would educate themselves regarding restrictions and privileges related to alcohol possession and consumption (Exhibit RE 3-08). The pamphlets are distributed in the residence halls and to leaders of student organizations when they seek student government recognition of their organizations.

Additional copies of both versions are available from the offices of Public Safety, Residence Life, the Vice President for Student Affairs, the Dean of Students, and ASUM. In addition, each publication contains a website at which both formats of the document may be viewed.

Other important student rights information is published in the Student Rights section of the Course Catalog. This publication reviews in detail students’ rights to privacy under the Family Educational Rights and Privacy Act (FERPA), as amended, along with information regarding crime statistics, safety information, student complaint procedure, equal opportunity and affirmative action, and the discrimination grievance procedure (Exhibit RE 3-08).

In 2007, ASUM collaborated with Public Safety and the Dean of Students to print and disseminate the Know Your Rights Card. It contains information regarding students’ rights that pertain to residence halls, Student Conduct Code, landlord/tenant situations, contact with law enforcement officers, and the First Amendment (Exhibit RE 3-08).
3.B.4: Safety and Security of Students and Their Property

A number of campus offices have a role in the safety and security of the campus. These include Public Safety, Residence Life, Griz Card Center, Curry Health Center, Environmental Health and Risk Management, and the Dean of Students. Since the accreditation review in 1999, The University of Montana has instituted several programs that have made the campus safer and more secure. Additional lighting has been added to some interior campus locations, and Park-N-Ride facilities. University police officers now patrol campus on bicycle, foot, Segway, or car. A closed-circuit television system has been installed at each dorm entrance and at the perimeter of several buildings. Because of these and other initiatives, surveys (such as the Residence Life Survey) indicate students generally feel safe and secure. Further improved security measures include the following:

- An overlapping emergency communications plan has been established allowing administration to notify the UM community within minutes of an emergency.

- Public Safety officers are now trained and equipped to respond to emergencies that require the use of Special Weapons and Tactics (SWAT). This equipment includes updated weapons and communication systems.

- Public Safety has added “less-than-lethal” equipment in an effort to stop a dangerous person effectively without the use of deadly force.

- Police officer and office staff training ensures readiness to respond to emergencies. Police officers are graduates of the Montana Law Enforcement Academy.

Public Safety

Public Safety plays a central role in campus security. Its functions include criminal investigation, preventative patrol, community policing activities, safety education, escort service, coordination of the campus emergency plan, and collection of crime statistics. The Public Safety officers patrol campus and operate a dispatch center 24 hours a day, 365 days a year. It includes a staff of 13 trained and equipped police officers. Two public safety officers have been trained in more advanced criminal investigative techniques. They now have the knowledge and experience to more effectively conduct criminal investigations and bring cases to resolution for the University community.

Public Safety dispatchers are required to attend and receive State of Montana certification as Operator II dispatchers. All officers and staff are encouraged to take college classes and seek advanced degrees. Public Safety student assistants are employed in the dispatch office, student escort program, parking program, and the administrative office.

To enhance the working relationship among area law enforcement agencies, the University has sponsored several state, local, and regional law enforcement training
programs. Mutual aid agreements have been developed with the Missoula County Sheriff Department and Missoula City Police Department. Public Safety has approval from the State Communications Bureau to access the National Crime Information Center (NCIC), and the Montana Criminal Justice Information Network. Public Safety has computer access to these networks, which enables its officers to ascertain whether an individual or vehicle has been involved in a crime and respond appropriately to an incident.

**Communication**

One of the University's primary communication tools regarding safety and security is the handbook, *With Your Personal Safety in Mind*. The information in the handbook is made available to every student during New Student Orientation at the beginning of each academic year. It complies with the Student Right-to-Know and Public Safety Act and the Drug-Free Workplace Act. The handbook provides public safety information, crime statistics, and safety tips. In addition, it describes law enforcement and safety services, emergency procedures, and how to report crimes. It explains the University's policy on sexual assault and support services for victims through the Student Assault Resource Center.

The publication describes the University's drug and alcohol policies, including those related to residence halls, Greek fraternal organizations, campus events, and student organizations. Information regarding courses on drug and alcohol abuse and the Curry Health Center’s SOS program is also provided (Exhibit RE 3-08).

In addition to the handbook, information about safety and security is communicated in several ways. Public Safety conducts a safety and security presentation at all New Student Orientation programs. Information about safety and security is presented by resident assistants and Public Safety officers to students living on campus. Residence Life publishes and distributes to each resident a calendar/policy manual that reviews the security features of the residence halls, University Villages, and Lewis and Clark Village. Public Safety maintains a series of websites that include timely bulletins, vehicle regulations, and safety tips.

**On Campus Safety**

Policies and procedures are in place to make living on campus as safe and secure as possible. For campus residents, these include policies on visitation (escort and hours) and zero tolerance for the possession and use of illicit substances. Entrances to the residence halls are locked at 8:00 p.m. The grounds surrounding residence halls, townhouses and apartments of University Villages and Lewis and Clark Village are well lit. Access to residence hall entrances and the floors of two high-rise residence halls is controlled electronically using Griz Card readers. Residence hall high-rises have emergency phones in the stairwells that are connected directly to the campus dispatch office. Emergency phones are located in all elevators. All residence halls and residences in University Villages and Lewis and Clark Village have door chains and viewers. If students lose their room or apartment keys, their doors are re-keyed within seven days. All facilities have smoke detection devices. Each residence hall desk is staffed 17 hours per day, and all residence halls have night security staff on duty from 5:00 p.m. to 3:00 a.m. Staff members make hourly rounds to check door security and detect potential security risks. Students may request unlisted telephone numbers.
numbers and that housing rosters list only their names and phone numbers, and not their room numbers.

All Public Safety officers are involved in the community policing program. Included in their activities are safety and security presentations, self defense programs and safety programs for the children of students living in University Villages and Lewis and Clark Village. The SARC and Public Safety work closely together on sexual assault cases. This working relationship has been a key element in bringing assault crimes to the attention of the campus community.

Most criminal activities on campus tend to be misdemeanor in nature and usually of low risk to students. Due to a concentration of residents, vehicles, and bicycles on campus, vandalism and theft rates are similar to other high-density housing areas. Public Safety maintains records of all criminal acts and significant events that affect the UM community. Increases are noted and targeted action is implemented.

Public Safety officers report locations of high fire danger or exposure to other risk. Residence Life staff, Custodial Services employees, and staff members from the Curry Health Center are provided fire safety training on an annual basis. Evacuation plans are in place and reviewed as needed.

In another effort to provide a higher level of safety for the campus community, Public Safety provides an annual subsidy to Mountain Line to provide free bus transportation for all faculty, staff, and students. This reduces the number of vehicles on the road and increases the personal safety of the student body. In addition to this service, ASUM administers a transportation program whereby it operates several buses that shuttle students between University-owned Park-N-Ride locations to the Mountain campus, and the College of Technology east and west campuses. ASUM transportation also operates a bus that shuttles students to and from the Missoula downtown area several nights each week.

Policies and Publications

In 2005, the President approved UM Policy 406.5: Sexual Misconduct, Sexual and Relationship Violence, and Stalking Policy xi (see Exhibit RE 3-08). The policy is published on the UM Policies website xii. In addition, it is contained in the handbook, With Your Personal Safety in Mind, which is widely disseminated.

In 2007, the Vice President for Student Affairs established the Critical Incident Response Team to identify, assess, and respond to serious or potentially serious incidents related to student mental health, physical health, or conduct, which, if disregarded, could threaten the health and safety of the campus community. The nature of the incident will dictate the type of protocol used to confer with selected University personnel.

CIRT is composed of campus professionals including the Director of Curry Health Center, Executive Vice President, Director of DSS, Director of Public Safety, Director of Counseling and Psychological Services, Dean of Students, Director of Residence Life, UM Legal Counsel, Director of Equal Opportunity/Affirmative Action, and a psychology department professor (Exhibit RE 3-08). The Vice
President for Student Affairs provides executive officer oversight of CIRT, and the Dean of Students serves as the chair.

Any member of the campus community may use a standard CIRT referral form, included in Exhibit RE 3-08. By completing and submitting the referral form to the Dean of Students, CIRT will be made aware a student was recently or is still in a crisis. This will permit a supportive response to ensure the student receives necessary assessment and help. People may report anonymously or request their identities remain confidential. Nothing in the form or reporting procedure is meant to modify any legal requirements applicable to licensed healthcare professionals’ disclosures of healthcare information protected by health and medical confidentiality laws.

Other online publications that address student safety are (Exhibit RE 3-08):

- Grizzly Personal Safety – a free student-staffed safety service administered by the Office of Public Safety.
- Disruptive/Intimidating Incident Report Form – addresses alleged student misconduct incidents and is primarily for staff and faculty use; reports are submitted to the Dean of Students.
- Missoula Hate Crime and Bias Incident Report form – a Missoula Police Department-Quality of Life form; the form is accessible from the University’s Office of Public Safety website.
- Observation Guide: Investment in Community Safety – an Office of Public Safety report form designed to elicit maximum information from a person who has witnessed a crime.
- Locator map of campus emergency telephones – accessed from the Office of Public Safety website.
- Hazing & Harassment Hotline – accessed from the Office of the Vice President for Student Affairs website; it provides directions as to how to report hazing or harassment via a telephone.

3.B.5: Course Catalog

The University’s Course Catalog (Exhibit OSM 3-05) is published annually in printed, online, and CD formats – although, beginning in 2009, very few printed copies are available. The online format of the catalog is available on the University's website. The catalog is distributed widely on campus and to prospective students. It includes detailed information describing the University's educational mission statement, commitment to diversity and access, accountability statement, and institutional philosophy. Admission requirements and procedures, students’ rights and responsibilities, academic regulations, degree-completion requirements, credit courses and descriptions, tuition, fees and other charges, refund policy, and other information pertaining to attendance and withdrawal from the institution are described in detail in the catalog.

Students may graduate by fulfilling University and departmental requirements in any catalog under which they have been enrolled during the six years prior to graduation. Students may also meet major and minor requirements under different catalogs than the catalog under which they meet General Education requirements.
The catalog also contains information about student government, student organizations and services, and athletics. Although referenced in the catalog, the Student Conduct Code is a separate publication.

3.B.6: Evaluating Student Services and Programs

The Division of Student Affairs serves as a model for program assessment. The Student Affairs Assessment Council (SAAC) meets monthly and comprises a representative from each department within Student Affairs; the Office of the Vice President for Student Affairs; the Office of Planning, Budgeting, and Analysis; a faculty representative; and a student representative. The purpose of assessment in Student Affairs is to identify and respond to student needs, provide adequate service delivery to students, and ensure continuous improvement across all departments. SAAC provides oversight of assessment within the division by encouraging collaboration where appropriate, reviewing assessment methodology and technique during research planning stages, and meeting with unit coordinators regularly to monitor progress. Types of assessments may include student satisfaction surveys, program evaluations, analysis of available retention data, and data related to student characteristics and demographics. The Vice President for Student Affairs requires an annual assessment plan from each unit, and at least one completed assessment project each year. The reports from all Student Affairs units are then compiled annually and published by the Office of the Vice President for Student Affairs (Exhibit RE 3-06). In some cases, external accreditation reviews undertaken by certain units are included in place of an assessment report that year.

The University of Montana compiles enrollment, census, and student retention data for assessment purposes (Exhibit OSM 3-01). Annual assessment allows for evaluation of service delivery systems in addition to specific questions, especially questions pertaining to student retention. Recent exploration relevant to retention led to a campus-wide collaborative effort entitled Partnering for Student Success, which was intended to identify and implement services and initiatives that will support student engagement, persistence, and student success. Participation in this effort included representatives from Academic Affairs, the Division of Student Affairs, and the Staff Workgroup for Student Success.

From the spring of 2002 to the present, The University of Montana has participated as a registered member of the National Study of Student Engagement. During the spring of 2009, the College of Technology will administer a student engagement survey patterned after the Community College Survey on Student Engagement, and plans to register for participation in this survey in the future. The intent of this assessment is to create a benchmark at the two-year college level as well as measure the impact of any changes.
On Monday and Wednesday evenings during the semester, the University Center food court transforms into STUDY JAM. From 6:00 p.m. to 9:00 p.m., students in high-enrollment foundations courses drop in at group study tables organized by subject area: composition, chemistry, physics, statistics, biology, Spanish, and economics.

Gathering around the assembled tables, these students create informal study groups to work on homework assignments and exam review, assisted by undergraduate tutors selected by the faculty members who teach the courses. With nearly 1,400 student visits each semester, STUDY JAM is one of the most popular and effective academic support programs offered through the University’s Office for Student Success.
3.C: ACADEMIC CREDIT AND RECORDS

3.C.1 Academic Records

Evaluation of student learning or achievement and the award of credit are based upon clearly stated and distinguishable criteria. Grading policies, including policies for traditional letter grading, credit/no credit grading, incompletes, and computation of grade average are described in detail in the Academic Policies and Procedures section of the Course Catalog. Definitions of credit awarded and correlation between credit and lecture/lab hours are also contained in the catalog (Exhibit OSM 3-05).

Academic records are comprehensive, accurate, and secure. All classes taken for credit at the University are recorded on a student's transcript, including courses from which a student has withdrawn, courses dropped after the fifteenth day of class, and instances where students are granted credit by examination, transfer credit, or credit through the College of Technology's Tech Prep program. In the case of repeated courses, the initial grade remains a part of the student's permanent academic record, even if that grade is exempted from the cumulative grade point average in accordance with the published policy on repeat of courses. Similarly, in the case of an incomplete, the incomplete remains on the student's transcript, along with the final grade which is assigned once the makeup work has been completed. To prevent the occurrence of recording errors, grades are entered at the end of each semester by the instructor teaching the class via a secure, online grading function. Faculty members have the ability to revisit grade rosters for classes to make updates and corrections. Following completion of the grade entry and submission, grade rosters are run and sent to the instructor to verify grades. This approach provides an efficient and effective means of detecting errors.

If an error occurs due to a grade that is incorrectly recorded by the instructor, the Registrar's Office will correct the error upon receipt of appropriate documentation provided and signed by the instructor of the course and the dean of the department. Consistent with the provisions of the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) and University policy, the student has the right to initiate a hearing before the Student Court, through written request to the Office of the Vice President for Student Affairs, if the student believes that a portion of the record is inaccurate, misleading, or inappropriate. Upon appropriate determination of the court, such items may be deleted from the record. This information and further information on FERPA, student complaint and discrimination grievance procedures, equal opportunity, and other policies relating to student rights is published in the Student Rights section of the Course Catalog (see Exhibit RE 3-08).

The primary storage medium for students' academic records is a centralized database. This database meets industry standards for security. Appropriate security profiles for all users of the system are determined by the administrative offices with the ownership of each category of information managed on the system. All grades for credit courses that have been taken since the summer of 1990 are recorded on this database, and transcripts are generated from this database as needed. Update access (the ability to change an entry) for areas of the database connected to grading and academic history is carefully controlled, and only key personnel have the ability to change grade entries. Restrictions also apply to the types of personnel who have
view-only access to academic history information. The database is backed up regularly in accordance with industry standards. In addition, hard copies of original instructor grade rosters from every course are kept in their original form in the Registrar's Office. Rosters from 1918 to 1977 have been microfilmed and retained in this medium; prior to 1918, rosters exist in ledger form. For classes taken prior to the summer of 1990 (and prior to summer of 1995 for the College of Technology, formerly called Missoula Vocational Technical Center), digitally imaged paper transcripts are the primary storage medium, and for security purposes, archived backup copies of these records have been retained in paper records (paper records with additional microfilm backup at the College of Technology). Section 3.C.5 contains more information about the storage and archival of these documents.

3.C.2: Evaluation Criteria are Appropriate to Degree Level

The catalog describes the two types of grading systems used. Letter grades represent an assessment of the overall quality of work performed in a given course. A is defined as work of superior quality; B is work better than average; C is average work; D is work below average, but barely passing; and F is failure. When assigning traditional letter grades, instructors may, at their discretion, utilize the symbols + or -. Use of the + or – will be limited to A-, B+, B-, C+, C-, D+, and D-.

The credit/no credit grading system is offered by the instructor as a student's option or as the option of the instructor. CR is given for work deserving of credit and NCR is given for work not passed, and therefore, not of credit. The instructor determines appropriate criteria for grading students within the two grading systems defined in the Academic Policies and Procedures section of the Course Catalog (Exhibit OSM 3-05).

3.C.3: Degree Versus Non-degree Credit

Clear and well-publicized distinctions are made between degree and non-degree credit. An explicit description of the required courses for each major, minor (if applicable), and the General Education requirements for each degree are detailed in writing in each department's catalog listing, web page, and advising material. Course titles and numbers are included in this detailed description of courses required for each program of study. In addition, the catalog contains detailed explanations of transfer credit, the applicability of vocational-technical credit toward graduation requirements at the baccalaureate level (and petition procedures for the acceptance of a limited amount of vocational-technical credit by a specific department, subject to departmental approval), credit by examination, cross listed and equivalent courses, and numbering of courses which are below college level and not accepted toward degree. Non-credit continuing education coursework is not included in the catalog and is not recorded on a student's transcript.

3.C.4: Transfer Credit Policies

Policies for evaluation and acceptance of transfer credit are published in the catalog. Transfer credentials must be received from another regionally accredited college or university, from a college or university that is a candidate for regional accreditation, or from a foreign college or university. Coursework from unaccredited schools is not
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Evaluated unless an individual exception is requested by a student and approved by a committee composed of the Provost, the Assistant Vice President for Enrollment, and the Registrar. As part of the evaluation process, Enrollment Services reviews all academic work for major course equivalencies as well as possible repeated courses, and assigns courses to the appropriate General Education areas. Credit for courses judged to be of college level will also be applied as appropriate toward the free-elective requirements of baccalaureate degrees, and courses applicable toward the 39-credit upper division requirement are designated when appropriate. The academic department of the student's major is authorized to determine the applicability of accepted credit toward major and graduation requirements. Course substitutions at the College of Technology are approved by the Associate Dean and chair of the department of the equivalent course.

In 2007, the Board of Regents approved the Common Course Numbering Initiative as part of a larger effort to facilitate transferability within the Montana University System. These efforts entail making policies and procedures, including course listings, consistent for students who wish to transfer credits within the Montana University System (MUS).

3.C.5: The Security of Student Records of Admission and Progress

Student records, including transcripts, are accurate, complete, and permanent as described in Section 3.C.1. The records are private and released in accordance with FERPA (1974, the Buckley Amendment) and University policy, which is described in detail in the catalog. In short, transcripts are released only upon receipt of a written request by the student, or in compliance with the release of records as detailed in FERPA. The student has the right to request that directory information be kept confidential as well, with release only per written request.

As mentioned in Section 3.C.1, the primary storage medium for students' academic records is a centralized database. This database meets industry standards for security. Appropriate security profiles for all users of the system are determined by the offices with the ownership of each category of information managed on the system. All grades for credit courses that have been taken since the summer of 1990 are recorded on this database, and transcripts are generated from this database as needed. Update access for areas of the database connected to grading and academic history is carefully controlled, and only key personnel have the ability to change grade entries.

The database is backed up regularly in accordance with industry standards. In addition, hard copies of original instructor grade rosters from every course are kept in their original form in the Registrar's Office. Rosters from 1918 to 1977 have been microfilmed and have been retained in that medium; prior to 1918, rosters exist in ledger form. As mentioned, digitally-imaged paper transcripts are the primary storage medium for classes that were taken prior to summer of 1990 (and prior to summer of 1995 for the College of Technology, formerly called Missoula Vocational Technical Center). For security purposes, archived backup copies of these records have been retained in paper records (in paper records with additional microfilm backup at the College of Technology).

Older, paper-based academic transcripts are maintained through digital imaging and archiving. The objective of the digital imaging and archiving of the University's
older, paper-based academic transcripts was two-fold. The secure archival of these documents was the primary concern driving the conversion; however, this system has also allowed the Registrar's Office to improve its service to students, since access to the academic records is now virtually instantaneous, and documents cannot be misfiled. The ease and speed with which records can be located and printed have improved substantially, and students can expect a reduction in the amount of time required for processing transcript requests. The primary storage medium for these records is a secure server located in the Registrar's Office. The system contains records from the Mountain campus and College of Technology. Only Registrar personnel with designated authority can access these records via the office's three networked workstations, which are controlled by user profiles and passwords and locked after hours. The optical storage system is backed up electronically, with a copy of the entire database located at a secure, off-campus site. In addition, the paper records from which the electronic images were created are stored in fireproof cabinets in secure locations. At this storage site, the fireproof cabinets are elevated several inches from the floor on risers as a safeguard from fire sprinkler discharge.

Source records from the College of Technology (paper records from the Missoula Vocational Technical Center for 1967 to 1995) are stored in fireproof cabinets in the Registrar's Office at the College of Technology and are also backed up on microfilm, with one copy of the microfilm in secure off-site storage. With the records stored primarily on the secure server in the Registrar's Office, and secure backup files of both electronic media and appropriately protected paper in secure off-site locations, the records are archived in such a manner that they will remain secure and intact even in the event of major disaster on either the Mountain or College of Technology campus.

3.D STUDENT SERVICES

3.D.1: Admission Policies are Consistent with the Mission

The Board of Regents first established admission policies for The Montana University System in 1986, and the most recent update was provided in April 2008. The policies, in Section 300 of the BOR Policy and Procedures Manual, were developed to ensure that students entering the university system possess the basic skills and academic foundation to benefit from and succeed in a higher education environment. Policies for admission include performance standards as well as completion of a comprehensive college preparatory curriculum. The standards of performance state that a graduate of any Montana high school accredited by the Board of Public Education may enter any four-year unit of the Montana University System as a first-time, full-time undergraduate student, provided the graduate meets the College Preparatory Program and at least one of the following requirements:

- Has attained a score of at least 22 on the ACT or a score of at least 1,540 on the total mathematics/critical reading/writing examination of the SAT;
- Has obtained at least a 2.5 high school GPA; or
- Ranks in the upper half of the graduating class.

Out-of-state undergraduates must meet the College Preparatory Program of the State of Montana or that of their home state, and meet the same requirements just listed.
All transfer students must present at least a 2.0 cumulative grade point average (or C equivalency on a 4.0 scale) based on transferable credits carried from all colleges or universities previously attended to be eligible for consideration.

**Proficiency Standards - Mathematics**

Beginning in fall 2010, any student seeking full admission to a four-year degree program at The University of Montana must satisfy the mathematics proficiency standard. That standard is as follows:

- A score of 22 or above on ACT Mathematics;
- A score of 520 or above on the SAT Mathematics; or
- A score of three or above on the Advanced Placement (AP) Calculus or Statistics Subject Examination, or a score of four on the International Baccalaureate (IB) Calculus test, College Level Examination Program (CLEP) subject examinations in selected topics including College Algebra, College Algebra-Trigonometry, Pre-Calculus, Calculus, or Trigonometry, if their scores on the examination meet or exceed 50, the American Council on Education Recommended Score for Awarding Credit. Alternatively, students may be excused from any testing in mathematics and deemed proficient if they complete a “Rigorous High School Core” defined as four years of mathematics in high school, which must include Algebra I and II, Geometry, and a course beyond Algebra II with grades of C or better in all courses.

A student whose mathematics score is 18-21 on the ACT or 440-510 on the SAT may be considered for provisional admission or admitted without condition to the College of Technology.

**Proficiency Standards – Writing**

Any student seeking full admission to The University of Montana must satisfy a writing proficiency standard. That standard is as follows:

- A score of seven or above on the Writing Subscore, or an 18 or above on the Combined English/Writing section of the Optional Writing Test of the ACT;
- A score of seven or above on the Essay section, or 440 or above on the Writing section of the SAT;
- A score of 3.5 or above on the Montana University System Writing Assessment;
- A score of three on the AP English Language or English Literature Examination; or
- A score of four or above on the IB Language A1 Examination.

In lieu of the indicators set above, students may offer CLEP Subject Examinations in Composition if their scores on the examination meet or exceed the ACE Recommended Score for Awarding Credit of 50. A student who has not yet demonstrated the ability to meet these standards may be admitted provisionally or admitted without condition to the College of Technology.
The College Preparatory Program consists of the following requirements:

- Four years of English in which the content of each course emphasizes the development of written and oral communication skills and literature familiarity;

- Three years of mathematics which include Algebra I, Geometry, and Algebra II, or the sequential content equivalent of these courses. Students are also encouraged to take a fourth course in mathematics during their senior year.

- Three years of social studies which include global studies such as World History or World Geography; American History; and Government, Economics, Indian History, or any other third-year course.

- Two years of laboratory science which must include one year of Earth Science, Biology, Chemistry, or Physics, and one year of any listed sciences or another approved college preparatory laboratory science.

- Two years chosen from the following:
  - Foreign Language (preferably two years)
  - Computer Science
  - Visual and Performing Arts
  - Any vocational education units that meet the Office of Public Instruction guidelines

Admission standard adjustments are made for distinctive populations such as nontraditional students, students who are home schooled or who have graduated from an unaccredited high school, College of Technology students, and international students, as defined below:

- Nontraditional students (those who do not enter college for a period of at least three years from the date of high school graduation or from the date when they would have graduated from high school), may submit a High School Equivalency Diploma based on the General Educational Development (GED) examination provided that they have a score of 450 on each section of the exam.

- Home schooled students and students who have graduated from unaccredited high schools may submit ACT or SAT scores in addition to a list of their four-year curriculum with a verification letter from the primary instructor(s).

- College of Technology students may be admitted by submitting a high school diploma or a passing GED test score.

- International students must achieve a minimum test score of 500 on the Test of English as a Foreign Language (TOEFL) examination and meet the admission requirement of a grade point average of 2.5.

- Enrollment Services admits undergraduate students to the University and to some academic programs. Several programs have their own performance
requirements and/or an application process for admission into the program. Enrollment Services admits students to these programs as pre-majors.

- Enrollment Services also admits students to the University in the status of undergraduate non-degree. In this instance, students may be admitted without providing academic credentials from previous schools. Others who are exempt from the admission requirements listed above are summer-only students and part-time students taking seven or fewer college-level semester credits.

All of the admission policies listed above conform to the admission policies of the Board of Regents. However, the Board authorizes institutions to exempt up to 15% of their first-time, full-time undergraduates who have special talents, are members of minority groups, or demonstrate special needs. In fall of 1998, the University admitted 236 students (12.5%) of the entering class, under the following exemption guidelines:

- A student who can provide documentation and assessment for a learning disability. In this case, the student is also required to provide letters of recommendation from school counselors or faculty members that support success in higher education if given academic support.

- A student who is missing a college preparatory course but has demonstrated academic ability through standardized testing or GPA.

- A student who possesses special talents, usually in Fine Arts, or occasionally in another academic discipline such as writing (special talents of athletes are not considered, as the application process for athletes is blind).

- A traditional-aged student who has been out of the education system for at least one full year and can provide letters of recommendation that demonstrate the student’s ability to succeed.

The University of Montana is currently considering changing from rolling admission to a ‘cohort review’ model to incorporate a more comprehensive review of students’ readiness for the rigors of college level work. Under this model students meeting a higher academic standard threshold would be granted automatic admission while those not meeting the threshold would be reviewed using more comprehensive evaluative techniques, such as letters of recommendation and essays. The cohort review model would be utilized to ensure the institution meets its goals of access and diversity while at the same time eliminating any first come, first served bias that the 15% exemption policy may impose as part of the rolling admission process. The Enrollment Management Council is carefully researching the potential impacts that this change may have on access, affordability, and enrollment numbers before submitting a proposal to the Montana Board of Regents.

In addition to being the first choice of many students, the College of Technology provides an avenue for students who do not meet the admission standards of the Mountain campus to continue their postsecondary education. Students can begin their academic coursework at the College of Technology, work toward an Associate of
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Arts Degree, and live in residence halls on the Mountain campus. If they demonstrate the appropriate academic skills, they can shift to an academic program on the Mountain campus. Following the last accreditation visit, the evaluation of enrollment issues, and the subsequent discussion, the President has set up a committee structure that will, among other tasks, reconsider the current admission standards and policies.


_The University of Montana respects, welcomes, encourages, and celebrates the differences among us. In recognition of this commitment, we value all members of the campus community, not in spite of, but because of their differences. The resultant value ambience influences the way our students perceive the world. These experiences enrich us with a greater understanding of the human condition and the challenges all people must confront in a rapidly changing, increasingly globalized, and ever more interdependent world society._ – George M. Dennison, President

Recruiting a culturally diverse student body is an important goal of The University of Montana. Such recruiting provides traditionally underrepresented students in Montana with a college education, and it enriches the cultural milieu of the University. Compared to many states, the population of Montana is relatively homogenous, yet many of the University's students move out of the state to areas with greater cultural diversity upon graduation. Through a culturally diverse student body, the University prepares students to interact with others whose backgrounds and origins are different from their own.

In 1990, the Montana Board of Regents enacted **BOR Policy 1902: Minority Achievement** that directed the Montana University System to "promote multicultural diversity and for the participation of American Indian and other minority students to be, at a minimum, equal to their representation in the state's population."

In the Fall 1999 Semester, 384 Native American students enrolled at the University. This number constituted 3.1% of the total student population. In the 2008 fall semester, 535 Native American students enrolled representing 3.8% of the total enrollment. From fall 1999 to fall 2008, Native American enrollment increased by 39%. During the same period, total enrollment increased by 16.4%, from 12,208 to 14,207. Attempting to compare Native American student enrollment to their state population representation is difficult, at best. The U.S. Census Bureau reported that American Indian/Alaska Native accounted for 6.5% to 7.8% in Montana in 2004, depending on how race and ethnicity were determined. The state published some data attributed to the U.S. Census Bureau that indicated American Indian/Alaska Native accounted for 6.4% in Montana in 2006, and 9.4% in 2007. Reporting discrepancies aside, the University has made significant progress in Native American student enrollment, though it remains challenging to attain the goal established by the Montana Board of Regents in 1990 as it pertains to minority enrollment. Further, retention rates are especially low for Native American students even when compared to retention rates for other minority groups.

The Office of American Indian Student Services was established in 2003 with the goal of identifying and providing intervention strategies to help Native students
realize their academic potential while facilitating the University’s understanding of this cohort and their needs. AISS developed programming to assist the University of Montana with retention of Native American students by providing assistance with the financial aid process, scholarship searches, transitioning from tribal communities to campus, academic advocacy, identifying community resources (housing, childcare, etc), advising assistance, and social and cultural support.

In addition to AISS, the Office of the Tribal Liaison was established in 2006 for the purpose of outreach and inclusion of tribal participation in the capital campaign to raise funds for the Native American Center and to strengthen the ties with tribal governments and tribal colleges. The Tribal Liaison currently serves to facilitate successful collaborations with each tribal entity across the state to create partnerships, programs, and projects of mutual benefit.

The construction of the Native American Center began in fall 2008 and is estimated to be completed by spring 2010. The Native American Center will host the Department of Native American Studies, AISS, and Native student organizations. It will provide a space for Natives and non-Natives to explore the intersections between the traditions of Native Americans and mainstream cultures. The Native American Center represents to the 12 tribes of Montana a commitment to the study of Native American issues, dedication to Native American achievement in higher education, and respect for the ongoing contributions of Native American tribes and culture to the state of Montana. The Center will provide a welcoming environment throughout the building that reflects their cultural heritage. It will also provide a venue in which future Native American leaders can empower themselves through education.

Data regarding other racial minority enrollment at the University are as follows: In the Fall 1999 Semester, 44 African-American students enrolled which has increased to 84 for the fall of 2008. This represents an increase of 91%. When the growth in total enrollment is taken into account, however, African-American enrollment has grown from 0.4% of the total student body in fall of 1999 to 0.6% in fall 2008. In the fall of 2008, 217 Asian students enrolled, which has increased 95% from 111 in the fall of 1999. These figures account for 1.5% of the total enrollment currently as compared to 0.9% in the fall of 1999. Among Hispanic students, enrollment has grown from 161 in the fall of 1999 to 240 in fall 2008, which represents an increase from 1.3% of the student body to 1.7% in 2008.
The Diversity Advisory Council, established in 1991 and funded by the President, is composed of students, faculty, staff, and administrators. The council’s charge in 1999 has evolved over the years to include initiatives regarding a wider array of marginalized student groups. In 1999, the cultural diversity initiatives focused on racial minorities, primarily Native Americans because they represent the state’s largest minority population. The current Diversity Advisory Council charge is:

...to encourage, advocate, and facilitate communication, education, and relations among persons of various races, physical conditions, religions, national origins, citizenship, genders, ages, socioeconomic backgrounds, and sexual orientations at The University of Montana.

The Financial Aid Office provides services to Native American students by assisting students in securing higher education funding from their respective tribal agencies. This office complies with rules and regulations related to the Bureau of Indian Affairs (BIA) and individual tribal higher education agencies. The office works closely with staff in the TRIO program, AISS, and Native American Studies. Additional scholarships for Native American students have been established: the Native American Studies department alone offers 16 different scholarships for Native American students.

The University is involved in a number of initiatives to create an inclusive campus environment that celebrates diversity and fosters an appreciation of cultural differences. Along with the Native American Studies Department, the University offers a Women’s and Gender Studies Program, and an African-American Studies Program, for which a new director is currently being sought. The University sponsors an annual Diversity Award and Minority Student Achievement Awards, and provides office space to such advocacy groups as disabled students and Gay, Lesbian,
Bisexual, and Transgender (GLBT) students. The Diversity Advisory Council sponsors a mini-grant program that has supported the Kyi-Yo Powwow, International Festival, Pride Week, and diversity programming through the University Center’s Multicultural Alliance.

The Multicultural Alliance hosts programming such as lectures, workshops, and panel presentations. One of its cornerstone programs has been prejudice reduction workshops based upon a model developed by the National Coalition Building Institute (NCBI). Over 3,317 students, faculty, and staff members have participated in 147 workshops in the past 10 years. More recently, programs have stretched beyond cultural diversity to include those exploring issues of social justice.

In the fall of 2006, the “Day of Dialogue: Building Communities of Difference” program was launched under the guidance of the Division of Student Affairs. This now annual event brings the campus community together for a day-long symposium to encourage discussion around all issues related to diversity. The program successfully engages all sectors of campus and has achieved steady growth in participation since its inception.

In 2008 the Division of Student Affairs, in collaboration with Intercollegiate Athletics, created the position of “Special Assistant to the Vice President for Student Affairs.” This position provides African-American students (both athletes and non-athletes) with a dedicated campus liaison.

To recruit a diverse class of students, Enrollment Services employs both minority and international admission specialists. In addition, the office strategically identifies prospective student markets to maximize the University’s recruitment projections and diversity initiatives. This office also works closely with programs like GEAR-UP, Educational Talent Search, Upward Bound, and local tribal high schools and colleges to foster an early exposure and transition to college. Additional programming through this office includes a Multicultural online chat, International Student Open House, and relevant content as displayed in website multimedia and publications. Enrollment Services has also created two student advisory boards (multicultural and international) to assist with culturally appropriate marketing materials and events.

The Office of Foreign Student and Scholar Services provides support services to international students prior to their arrival on campus and while they are enrolled. In fall of 1999, 315 international students from 61 countries enrolled at the University. This number is lower than previous enrollment figures in the first half of the decade, and the drop is attributed largely to the economic recession in the Pacific Rim nations and unfavorable exchange rates for Canadian residents. In fall 2009, a total of 365 international students from 69 different countries were enrolled at the University and the College of Technology. International student enrollment has therefore increased slightly over the past decade, despite the impact of recent geopolitical conflicts on international student enrollment nationwide. The results of the most recent assessment of the needs and satisfaction levels of international students are located in Exhibit RE 3-06.

Approximately 30% of UM students are over the age of 30. Many adult students are parents. In fact, adult students with children rent most of the living units in University Villages. Nearly 500 children live there. To assist students with children,
ASUM coordinates a childcare program that includes a center on campus, three centers in University Villages, and 20 at-home providers around the campus. Two hundred children ranging in age from infants to 12 years use these centers. Currently, there is no waiting list, but demand for infant care exceeds capacity.

Since 1998, the number of students with disabilities at UM has grown 64.9%. Enrollment in spring 1998 was 588 students with disabilities, and in spring 2008 this number had grown to 970. Students with disabilities now make up over 7% of the UM student body.

Disability Services for Students assures that students with disabilities can access UM programs on equal footing with their peers. DSS coordinates reasonable program modifications, advocates for an accessible learning environment, and encourages self-determination by students with disabilities. DSS includes a staff of 15 professionals who work with students and faculty and provide students with disabilities with reasonable program modifications such as extended testing time, testing in a reduced distraction room, conversion of print to electronic text, sign language interpreters, note takers, readers, assistive technology equipment, and course relocations to physically accessible classrooms. DSS collaborates with academic departments, other Student Affairs offices, and other campus and community partners.

The University hired an Assistive Technology (AT) Coordinator, a new position within Disability Services for Students, in July 2002. The AT Coordinator guides students with disabilities to resources for equal access to campus information and instructional technologies. The AT Coordinator not only assures accessibility in campus hardware and software, but also teaches students with disabilities how to use the assistive technologies the University employs to ensure accessibility.

Students with disabilities learn of campus support services primarily through Enrollment Services and faculty/staff referrals. Notices of the University’s willingness to accommodate students with disabilities may be found on the enrollment application, in course catalogs and schedules, websites, and other public documents and websites.

First-generation, low income students are at particular risk of dropping out. A recent study found that more than two-thirds of UM dropouts are first-generation college students who come from households with an annual income of less than $40,000. TRIO Student Support Services is a long-standing program at UM and has been funded by the U.S. Department of Education since 1979. It is designed to provide academic support for 375 students per year who are either first-generation students, low-income students, or students with disabilities. Major services include Learning Strategies for Higher Education, a two-credit study skills course (Exhibit OSM 3-06); individualized academic advising; and tutoring. In Academic Year 2008-09, 240 TRIO students were enrolled in the study skills class, of which approximately 120 also received academic advising through the project, and between 100 and 120 received tutoring. The program is sponsored by Academic Affairs and reports to the Associate Provost for Undergraduate Education and Policy.

The 2008-09 edition of the Student Involvement Guide lists 136 student organizations. These groups include the International Student Association, Japanese
Student Association, Gaelic Student Association, Persian Student Association, Native American Law Association, and Chi Alpha Phi to name a few. Student organizations, be they religious, ethnic, or otherwise, compete on an equal basis for funding from the student government and office space in the University Center. The University Center currently provides office space to the Women’s Center, Alliance for Disabled Students (ADSUM), Lambda Alliance (GLBT), Hillel, and the Muslim Student Association, along with many others.

Last year, a group of faculty, staff, administrators, and students formed the UM Allies Program xvii to promote a more welcoming, safe, and inclusive campus for GLBT individuals and their heterosexual supporters (Exhibit OSM 3-07).

3.D.3: Student Placement in Courses

Since proper course placement is integral to academic success, several departments offer placement assessments so that students are provided appropriate advising and placement. Information regarding placement assessment is published in the Advising Handbook xviii (Exhibit OSM 3-08). Assessment scores from the Montana Writing Assessment (MUSWA), SAT or ACT Writing Subscore, SAT Writing Section, or Combined English/Writing ACT are required for freshman and transfer students for placement in College Writing 1 (WRIT 101). There is also a UM placement challenge opportunity for students who do not present one of the required assessment scores or who wish to challenge their placement score. Students who fall below the minimum standard for English Composition are required to enroll in Developmental Writing (WRIT 095D) and those credits do not count toward a degree. Students who transfer course credit for an equivalent of WRIT 101 are exempt from enrolling in an English Composition course and from the writing placement assessment process. Placement into English as a Second Language (EASL) courses is recommended based on TOEFL scores.

There are placement assessments for Mathematics courses, Chemistry 161-162, Fine Arts (Music Theory, Music Voice, and Piano) and Foreign Languages. Many students take placement assessments during orientation and receive their results no later than the following day; placement assessments are also offered routinely during the academic year.

In Mathematics, those students with a placement score of Level 1 are advised to enroll in Pre-Algebra (M 065D); those in Level 2 enroll in Introductory Algebra (M 090D); and those in Level 3 who plan to take calculus or to major in Elementary Education are advised to enroll in Intermediate Algebra (M 095D). These three developmental mathematics courses do not count toward the minimum of 120 semester hours of college credit required for graduation.

Students who have completed WRIT 101, College Writing 1, a UM writing course and 45 semester credits or more are required to master an Upper-Division Writing Proficiency Assessment xix (UDWPA) prior to attempting the upper-division writing course for their major. This assessment is overseen by the Writing Committee, which is a subcommittee of the Academic Standards and Curriculum Review Committee, and administered through The Writing Center. The UDWPA consists of a three-hour proctored examination in response to a text released two weeks before the examination date. Free tutorial services are available to students through The Writing Center.
Center. The UDWPA is offered several times each semester and students register for it online through the CyberBear registration system.

In addition to the "ability to benefit" comments made above, entering freshman and transfer students are afforded the opportunity to enroll in several courses to enhance the success of their transition to academic life and/or a different culture (Exhibit OSM 3-06). These courses are:

- UNC 101: Freshman Seminar
- C&I 160: Learning Strategies for Higher Education
- First Year Interest Groups
- ANTH 104: Orientation to the U.S.

3.D.4: Continuation or Termination from Education Programs

Specific requirements for continuation in, or termination from, the educational programs of the University are published in the printed, online, and CD versions of the course catalog under Academic Policies and Procedures. Included are standards for satisfactory academic progress, definitions of academic probation and suspension, policies for academic reinstatement following suspension, and a brief listing of the types of resources that are available to students who are experiencing academic difficulty. The appeals process for academic reinstatement after suspension is also published in the catalog, as well as on the Undergraduate Advising Center website. In the event that academic reinstatement is denied, instructions on how the student may appeal such denial to the President are also published in the above mentioned publications. Each version of the catalog also describes the policy for readmission for students who have interrupted their enrollment at the University for 24 months or more for reasons other than academic suspension. Policies regarding suspension relating to academic misconduct or general misconduct are published in the Student Conduct Code.

3.D.5: Program and Graduation Requirements

All versions of the catalog (printed, online, and CD) clearly state institution and program requirements for graduation, policies pertaining to the application process for certificate and degree candidacy, and credit and grade point average requirements for degrees.

General Education requirements of the University are listed in 11 groups that include competency requirements for writing, mathematical skills, and a foreign language/symbolic systems requirement. Courses selected from each of the eight additional groups include the expressive arts, literacy and artistic studies, historical and cultural studies, social sciences, ethical and human values, American and European perspectives, indigenous and global perspectives, and natural sciences. The catalog describes the credit and competency requirements for each of the general education groups. It also lists the courses that meet each of the core general education group requirements. Course listing enables students to design a General Education curriculum that meets their interests and ensures that the basic standards of General Education are met and consistently applied to all students’ degree plans.
Specific course requirements for major and minor fields of study are delineated in each department’s catalog listing, which also include detailed information on recommended course sequences and the number of semesters required for each degree or certificate offered. Most departments also publish advising sheets that provide this information in greater detail.

Institutional and program graduation requirements are consistently applied in the certificate and degree verification process. To ensure that the appropriate academic standards are met, substitutions in a student’s degree program must be approved in writing by both the applicable academic department chair and/or the dean. The Graduation Appeals form is available at the Office of the Registrar and online.

Courses transferred from other institutions are evaluated by the application evaluation center at both the Mountain campus and the College of Technology, and, as appropriate, by the department chairs to determine course equivalencies for General Education and departmental requirements. Transfer guides that detail information about transfer articulation between schools in Montana and elsewhere are available in printed format and online, and a general summary of transfer policies is published in all versions of the catalog. The University is also taking part in the statewide Common Course Numbering Initiative, which will enable students to determine course equivalencies between institutions in the Montana University System.

Applications for certificates and degrees are required the semester prior to the anticipated graduation so that there is sufficient time to remedy any problems with deficiencies in general education or program requirements. Deadlines are published on both the Graduation Application and on the Registrar’s website. If a candidate is denied graduation based upon a deficiency in the published degree requirements, the student is notified and may, if appropriate, begin the appeals process. The graduation will be approved at a later date if and when the degree requirements are fulfilled. Degrees are awarded only after all coursework and other degree requirements are completed in full.


The Financial Aid Office serves all undergraduate and graduate students who apply for and receive any financial assistance through UM. This single, comprehensive administrative structure provides application assistance, counseling, and other information to all prospective and enrolled students and their parents. The Office monitors or administers all institutional, state, and federal financial aid programs in compliance with University policy and governmental regulations.

The University participates in federally funded campus-based programs and files the federal fiscal report and application (FISAP) annually. The most recent report is provided in Exhibit OSM 3-09.

The Financial Aid Office is audited annually by the Legislative Audit Division of the State of Montana in compliance with the Federal Single Audit Act. This compliance audit meets the requirements necessary for The University of Montana to continue to participate in the federal Title IV student aid programs. There were no findings or recommendations in this report that were applicable to the federal Title IV programs.
The most recent State of Montana A-133 report is provided in Exhibit OSM 3-09. The documents that auditors should be covering in an A-133 audit are listed on the Department of Education’s website xxxv.

The Financial Aid Director and one of the Associate Directors work closely with Intercollegiate Athletics to ensure that the University remains in compliance with the Big Sky Conference and NCAA Division I policies and regulations.

Communication, Changes, Status of Financial Aid

The comments and suggestions received from students during counseling and customer service experiences are continuously used to improve our delivery of financial aid. This feedback has encouraged many of the changes implemented in the last decade, and in general, has been used to create operational efficiencies, deliver aid in a more timely manner, and provide more information electronically to our students.

During the most recent accreditation review in 1999, Financial Aid was moving the customer service portion of the office into the new Griz Central center in response to student expectations. This new center brought the services of several different offices including registration, housing, fee payment and other services into one location. Financial Aid administration, processing, and counseling remained in the previous location. Although the staff was split into two physical areas, the distance between the two locations is just a few steps and the benefits of the Griz Central Service Center far outweigh the inconvenience of the employee separation. Wait time in the new Center was a challenge in the beginning, but as the operational conversion matured and web-based services have expanded, most students are served promptly with minimal wait times, although the first days of each semester generate some longer lines.

Organizationally, further changes were made during the 2001-02 award year when Financial Aid officially joined the Enrollment Services division as an integral part of Admissions and New Student Services. This marriage has resulted in a more coordinated effort to inform prospective students of their admissions and financial aid status.

Significant improvements were made beginning in Academic Year 2003-04 to reduce the amount of manual effort of professional staff to approve federal financial aid for students. This could not include the verification process that must be done by a financial aid evaluator where family tax information is compared with financial aid data. However, after the manual verification process is complete, on those selected for that step, more than three-fourths of the student aid packages are now approved through the Automated Sign Off process without further human analysis. After consideration of scholarships and other gift aid that may have been received by a student, the computer is able to repackage student aid and accurately award grants, loans, and work study, as allowed by federal regulations. This process has allowed the office staff to remain at the same size but serve more students despite an increase in number of aid applicants and, even more significantly, an increase in the number of programs that must be administered by the staff.
Federal law mandates that, to remain eligible for federal financial aid, a student must complete a program in no more than 150% of the normal timeframe for a degree. Extensions can be granted for students under mitigating circumstances and those are considered by an official committee chaired by the Vice President for Student Affairs. Under this same rule, an entirely new process was created to better measure the semester to semester progress of students. In the past a poor performance for one semester could place students on warning. This warning, even though aid was still available, would often create an unnecessary level of stress for students as they were not in jeopardy of exceeding the 150% threshold because of a one semester problem. A new process was developed in 2008 through which cumulative achievement is measured first and if a minimum of six semester credits is completed, overall credits earned are at least 70% of attempted, and they have a cumulative GPA of 2.0, the student remains in good standing. This change in processing resulted in nearly a 50% reduction in students placed on warning. In addition, a computer programming module was completed to help students compute the new 70% rule which is more difficult to predict than the old method. This online process displayed on CyberBear allows students to determine future eligibility for financial aid status by predicting their final grades during the course of a semester. CyberBear allows students to be informed before dropping courses or changing grading status that could negatively affect future aid eligibility. The Financial Aid website includes a complete explanation of the Satisfactory Academic Progress Policy as related to financial aid eligibility.

Software continues to be enhanced and has become the focal point for processing and the source of information in the delivery of services provided by Financial Aid. The beta-tested Science and Computing Technology (SCT) software first begun in 1991 has matured and expanded so that it is dependable and serves the University well. The response time can sometimes be a problem but the software engineers are continually working to address and improve that issue. A primary focus has and will continue to be the expansion of web-based services. This medium now serves as the primary source for consumer information to students via the CyberBear portal, and can be accessed from the Financial Aid website. Students can also access instructions for applying for aid, print out documents needed to apply for aid, find award information online, and track the status of grant, loan, and scholarship delivery on the site. Future efforts will focus on expanding service accessibility to online venues.

3.D.7: Categories of Financial Assistance

Organizational Structure and Delivery of Aid

While the software system has resulted in operational efficiencies, obtaining resources to address the technical demands of maintaining the system remains a challenge. The office has reconfigured the information technology support in a combined effort with three staff members focused on the needs of all areas in Enrollment Services. This staffing works well, especially in the area of maintaining a consistent website appearance for all areas. One staff member remains within the office exclusively for daily processing and statistical needs of Financial Aid. Computing and Information Services (CIS) continues to dedicate about one staff member for installation of new software updates and expert programmer/analyst assistance for program enhancements.
Staffing levels have remained the same over the last 10 years and, despite the slight increase in the number of need-based financial aid applications and the huge increase in scholarship-only packages, aid has been processed for students in a timely manner. As Table 3-01 below illustrates, the number of students applying for federal aid has increased about 11%. The majority of the students who have applied for “scholarships only” can be attributed primarily to the number of nonresident scholarships offered by the University such as the Cal Murphy and the Leadership Achievement and Service awards, both originated by New Student Services but administered by Financial Aid. Overall, Financial Aid has seen a 46% increase in students offered aid packages.

Table 3-01 – Students Applying for Financial Aid

<table>
<thead>
<tr>
<th></th>
<th>AY 1988-89</th>
<th>AY 2007-08</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid Applications</td>
<td>12,438</td>
<td>13,858</td>
<td>11%</td>
</tr>
<tr>
<td>Completed Aid Packages</td>
<td>7,700</td>
<td>8,945</td>
<td>16%</td>
</tr>
<tr>
<td>Female</td>
<td>4,391</td>
<td>5,336</td>
<td>22%</td>
</tr>
<tr>
<td>Male</td>
<td>3,542</td>
<td>3,931</td>
<td>11%</td>
</tr>
<tr>
<td>Scholarship-Only Packages</td>
<td>966</td>
<td>3,698</td>
<td>283%</td>
</tr>
<tr>
<td>Total Financial Aid Packages Offered</td>
<td>8,666</td>
<td>12,643</td>
<td>46%</td>
</tr>
<tr>
<td>Federal Pell Grant Recipients</td>
<td>3,656</td>
<td>3,874</td>
<td>6%</td>
</tr>
</tbody>
</table>

Table 3-02 – Financial Aid Disbursed

<table>
<thead>
<tr>
<th></th>
<th>AY 1988-89</th>
<th>% of Total</th>
<th>AY 2007-08</th>
<th>% of Total</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships</td>
<td>$3,236,183</td>
<td>6%</td>
<td>$11,566,475</td>
<td>12%</td>
<td>257%</td>
</tr>
<tr>
<td>Tuition Waivers</td>
<td>$3,348,386</td>
<td>7%</td>
<td>$7,913,175</td>
<td>8%</td>
<td>136%</td>
</tr>
<tr>
<td>Federal Pell Grants</td>
<td>$7,009,673</td>
<td>14%</td>
<td>$10,750,082</td>
<td>11%</td>
<td>53%</td>
</tr>
<tr>
<td>Other Grants</td>
<td>$713,435</td>
<td>1%</td>
<td>$2,027,396</td>
<td>2%</td>
<td>184%</td>
</tr>
<tr>
<td>Work Study</td>
<td>$1,412,886</td>
<td>3%</td>
<td>$1,414,484</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Loans</td>
<td>$34,974,956</td>
<td>69%</td>
<td>$63,733,837</td>
<td>65%</td>
<td>81%</td>
</tr>
<tr>
<td>Total Financial Aid</td>
<td>$50,695,519</td>
<td>100%</td>
<td>$97,405,449</td>
<td>100%</td>
<td>91%</td>
</tr>
</tbody>
</table>

The State of Montana continues to only minimally fund grants for its resident students and little promise is indicated for future help to the neediest students in the state. However, a new institutional grant that improved need-based aid was created by the President in 2006, Montana Partnering for Affordable College Tuition (MPACT). This program is intended for high achieving, Pell-eligible resident students identified as potential students who may not enroll because of financial concerns. So far over a hundred students are included in this program and it will continue to grow. The federal government has added several programs in recent years including the Academic Competitive Grant (ACG) and the Science, Mathematics Access to Retain Talent (SMART) programs. These two grant programs have helped individuals obtain additional gift aid and will make college more attractive to lower income families and help keep loan debt as low as possible. Other programs such as the federal TEACH grant will encourage students to enter education.
Loans have had a dramatic dollar increase over the decade, which raises concerns for the ultimate debt load students will carry into repayment after school. Unfortunately, even though grants and scholarships have increased, loans are the only way to keep college accessible for many of the students. Fortunately, the current FFELP default rates remain at record lows as indicated in Table 3-03.

**3.D.8: Student Loan Programs and the Institutional Loan Default Rate**

Student loan defaults are monitored in both the University’s Perkins and Federal Family Education Loan Programs (FFELP). Although important, Perkins represents only about $2 million of the total loans disbursed. The most recent default rates for Perkins loans are higher than desired and have been attributed to a transition where two positions in Business Services were vacant for longer than desired. That office indicates all positions are filled and that current default rates are now in the single digits and should be reflected in 2009 reports later this fall. The cohort default rate for FFELP is at an all time low, which is primarily attributable to the loan program partnerships in Montana between the State Guarantee Agency and the Secondary Market, which is responsible for monitoring and collecting payments after a student leaves school.

**Table 3-03 – Default Rates on Perkins and FFELP Loans**

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Default Rates on Perkins Loans (%)</td>
<td>6.1</td>
<td>6.92</td>
<td>8.11</td>
<td>6.64</td>
<td>5.11</td>
<td>3.22</td>
<td>3.2</td>
<td>5.17</td>
<td>5.83</td>
<td>10.56</td>
</tr>
<tr>
<td>Default Rates on FFELP Loans (%)</td>
<td>5.9</td>
<td>6.7</td>
<td>4.2</td>
<td>5.6</td>
<td>4.8</td>
<td>5.7</td>
<td>4.4</td>
<td>2.6</td>
<td>2.1</td>
<td>2.1</td>
</tr>
</tbody>
</table>

**3.D.9: Orientation of New Students**

The orientation of all new undergraduate students, including students at the College of Technology, is the responsibility of Admissions and New Student Services. A full-time Orientation Director works with enrolled students, faculty, and staff to develop orientation programs for new freshmen and transfer students, as well as parents. Admissions and New Student Services disseminate information on the Orientation website in order to assist students in selecting the appropriate sessions. Orientation programs are continually evaluated and adjusted to improve their effectiveness based on feedback from students, parents, and members of the University community.

**Freshman Orientation**

The University offers three fall semester orientations and one spring semester orientation. Two fall orientations are offered in the summer lasting two days each. Beginning summer 2010, if students cannot travel to Missoula during the summer, there will be a three-week opportunity for students to register for their courses online, in the pre-advising window (PAW) program. A third fall orientation is held in August just before classes begin. Data regarding participation levels for fall semester
orientation indicate that nearly all students participate. In 2009, 2,451 incoming students attended one of the fall orientations.

Each orientation session is extensive enough to fully prepare a student to begin classes. Typical activities include presentations on academic expectations, general education requirements, freshmen success programs, financial aid, and support services. Other important activities include department or school meetings, registration, placement testing, campus tours, social activities, and other activities that smooth the transition of becoming a college student (Exhibit OSM 3-03).

Academic advising is required for undergraduate students. In 2010, students will be placed into their core classes prior to their orientation session. These core classes have been chosen by each department, based on the needs of the specific major program. During orientation, students will register for their additional classes to round out a complete schedule. Also during orientation, faculty members administer placement tests in writing, foreign languages, and music theory. TRIO Student Support Services surveys students to determine their eligibility for utilizing its academic support services.

Orientation is an important first step to engaging students in their education and introducing them to academic work. During orientation, entering students also attend programs about personal safety and healthy lifestyles. For example, under the guidance and suggestions of professional staff from the Curry Health Center, enrolled students perform skits dealing with substance abuse, sexuality, roommate compatibility, academic integrity, and health issues. The performers present factual information, lead discussions, and serve as peer resources.

Incoming students want to meet enrolled students. To address this need, Admissions and New Student Services work closely with the student group, UM Advocates. Through small group sessions and other activities, Advocates inform entering students about what it takes to succeed at the University and how to get the most out of their education. Since they serve such an important role, Advocates are carefully selected by a committee of University administrators and are well trained. To serve as orientation leaders, Advocates must complete a two-credit course on leadership that covers topics such as how to lead small group discussions and how to advise and mentor students.

**Transfer Student Orientation**

Orientation programs are available for all new transfer students. The transfer program focuses primarily on transfer articulation, advising, and registration (Exhibit OSM 3-03). Previous assessments of the orientation needs of transfer students have found their interests pertain more to academic and career issues and less to support services, which they usually have encountered at their previous campus. Roughly 80% of transfer students participate in orientation.
STANDARD THREE: STUDENTS

Orientation Check-in at the University Center

College of Technology Orientation

At the beginning of each semester, a separate orientation is offered to students entering the College of Technology. It is a full-day program that begins with a general convocation and proceeds with breakout sessions that give students an opportunity to visit with representatives of academic departments and student service programs. Entering classes are usually 500 students, a size that is small enough to schedule a social event attended by all faculty and staff. Transportation is provided which involves shuttling students between the College of Technology and the Mountain campus.

3.D.10: Academic and Other Educational Advisement

As discussed in Standard 2: Educational Program and its Effectiveness, academic advising is an integral aspect of academic instruction that reports to Academic Affairs. Academic advising is divided between faculty members in academic units who work with students who have a declared major and the staff of a centralized advising office (the Undergraduate Advising Center), who work with undeclared and certain pre-major students. The advising responsibilities of faculty members are delineated in the CBA. In addition, the Undergraduate Advising Center publishes The Student Advising Handbook for Success which details advising goals, academic and curricular policies, campus resources, and specialized retention programs. The handbook is distributed to all departments and advisers.

Information about the process of advising, including advisor responsibilities, is also made available to students in the Advising section of the Course Catalog, the Orientation Student Handbook published by Admissions and New Student Services, and an advising blog where the latest information is posted and updated, which is also managed by the Undergraduate Advising Center. These resources are in place in
order to provide students with information so they may find answers to questions and prepare themselves responsibly for their role in the advising appointment.

It is the philosophy of the faculty that all undergraduate students benefit from at least one meeting with an adviser per academic term. Advising involves reviewing students' academic progress, educational goals, career options, and determining students' course schedules for the upcoming semester. To ensure that students meet with their advisers, the University requires students to have their course schedule approved by their adviser who in turn provides advisees an advising number needed to access the CyberBear course registration system. Advisees are expected to schedule advising appointments with their advisers during a three-week time period surrounding the opening of registration for fall and spring semesters. No advising numbers are required for access to summer school or for post-baccalaureate or graduate students. Additional information about academic advising is detailed in Standard 2: Educational Program and its Effectiveness.

3.D.11: Career Counseling and Placement Services

The Office of Career Services is responsible for providing career-related services to students and faculty on both the Mountain and COT campuses. The mission of Career Services is to provide quality educational, career, and life planning services to assist all students and alumni of the University to achieve their personal and professional goals. Toward this end, Career Services provides an array of services designed to support the academic mission of the University while also fostering the out-of-classroom development of the individual as it relates to the realistic setting and attainment of career and life goals.

Using the standards of our national professional association, the National Association of Colleges and Employers (NACE), Career Services undertook a comprehensive self-study and external peer review process in 2006-2007. The self-study is available in both summary and complete formats in Exhibit RE 3-06. The Office and its programs received an outstanding overall mean score of 2.89 out of a possible 3.0 on the external peer review.

Career Counseling

Deciding on a career and related academic major is critical to student success, retention, and graduation. The staff of Career Services includes four professional counselors. For the convenience of students, counseling services are provided on both the Mountain and College of Technology campuses. Prospective students, enrolled students, and alumni can schedule an appointment with a counselor to discuss selecting a major and/or a career, business communications, job search techniques, interviewing skills or other career-related issues. For quick questions, Career Services has walk-in counseling sessions available four afternoons a week.

To assist students with selecting a major and deciding on a career, Career Services administers the following computer based career and personality assessments:

- Strong Interest Inventory
- Campbell Interest and Skill Survey
Career counselors assist students in identifying which assessment(s) are appropriate for them and discuss possible courses of actions based upon their interpretation of the assessment results. The number of counseling appointments has more than doubled from 782 in 1998 to 2,181 in 2008, as illustrated in Table 3-04.

Table 3-04 – Career Services Appointments: AY 2007-2008

<table>
<thead>
<tr>
<th>Appointment Reason</th>
<th>Frosh</th>
<th>Soph</th>
<th>Junior</th>
<th>Senior</th>
<th>Grad Student</th>
<th>Alum</th>
<th>Prospective Student &amp; Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>66</td>
<td>56</td>
<td>38</td>
<td>32</td>
<td>5</td>
<td>15</td>
<td>22</td>
<td>234</td>
</tr>
<tr>
<td>Career/Ed</td>
<td>162</td>
<td>142</td>
<td>87</td>
<td>35</td>
<td>14</td>
<td>41</td>
<td>126</td>
<td>607</td>
</tr>
<tr>
<td>Interview</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>13</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>Job Search</td>
<td>17</td>
<td>13</td>
<td>19</td>
<td>72</td>
<td>31</td>
<td>62</td>
<td>8</td>
<td>222</td>
</tr>
<tr>
<td>Mock Interview</td>
<td>0</td>
<td>4</td>
<td>22</td>
<td>21</td>
<td>9</td>
<td>10</td>
<td>0</td>
<td>66</td>
</tr>
<tr>
<td>Other</td>
<td>24</td>
<td>13</td>
<td>41</td>
<td>68</td>
<td>16</td>
<td>21</td>
<td>11</td>
<td>194</td>
</tr>
<tr>
<td>Resume</td>
<td>22</td>
<td>41</td>
<td>156</td>
<td>325</td>
<td>110</td>
<td>131</td>
<td>13</td>
<td>798</td>
</tr>
<tr>
<td>Work Abroad</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>14</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>295</td>
<td>270</td>
<td>377</td>
<td>580</td>
<td>191</td>
<td>288</td>
<td>180</td>
<td>2181</td>
</tr>
</tbody>
</table>

A career counseling random sample follow-up survey is done throughout the course of each academic year. The survey asks clients to rate various aspects of their experience with the counselor, office, and resources. For Academic Year 2007-08, Career Services conducted 156 follow-up phone interviews (Exhibit RE 3-06).

Placement Services

- On Campus Recruiting: Every year, corporate, government, school, and non-profit recruiters visit the campus and conduct interviews with students. Recruiters are accommodated in a variety of ways including one-on-one interviews, information sessions, and classroom presentations. Excluding career fairs, 160 recruiters visited the campus during Academic Year 2007-08, and a total of 487 interviews were conducted. Recruiters use Career Services’ online career management system to select candidates for interviews, schedule interviews, and review candidate application materials (Exhibit RE 3-06).

In 2007, Career Services established formal campus policies in collaboration with UM Legal Counsel which govern all on campus recruiting activities to ensure adherence to federal, state, and university laws and policies.

- Job Vacancy Postings: Career Services posts current job vacancies through our online career management system. During the Academic Year 2007-08, 4,125 full-time/part-time jobs, internships, and volunteer positions were
posted. The system allows students to apply online and attach application materials such as resumes and cover letters to their electronic applications.

- **Student Employment**: Career Services created the Office of Student Employment in 2002 in an effort to centralize the posting of on and off campus part-time jobs for current students. This process was previously decentralized and various offices and departments across campus maintained posting responsibilities. The new system provides a single job posting site where employers and students can go to post, view, and apply for part-time employment positions. In 2007-2008 a total of 1,091 jobs were posted and 17,080 electronic applications were submitted. Student employment directly contributes to student retention by providing over $3.1 million in reported student earnings in 2008.

A comprehensive student survey was conducted in 2008 to assess the total student employment experience on campus (Exhibit RE 3-06). A task force has been established to assess the results and make recommendations to effect substantial improvements in student and departmental processes and experiences.

- **Career Fairs**: Career Services organizes five career fairs each year to bring students and recruiters together to discuss career/educational options and interview for job vacancies. The career fair offerings include:
  - Student Employment Job Fair (part-time jobs for current students)
  - Graduate and Professional School Fair
  - Health Professions Career Fair
  - Big Sky Career Fair (business, government, health, non-profit)
  - Educators’ Career Fair (teaching, counseling, school administration)

In Academic Year 2007-08, 332 employers and 3,026 students participated in fairs sponsored by Career Services. Both employer and student evaluations are collected in an effort to provide continuous improvement of the fairs.

**Outreach**

To reach incoming students and convey the importance of connecting the academic and career decision-making processes, Career Services works closely with Enrollment Services, instructors of freshman success programs, and academic advisers. Presentations on career and academic decision-making are held with Freshmen Interest Groups (FIGs), sections of Freshman Seminar, UM Days, and New Student Orientations. The presentations are often convened in the Career Services office so that students become acquainted with its location and resources.

During Academic Year 2007-08, Career Services delivered a total of 93 presentations, which were attended by 2,663 participants. The department offers a regularly scheduled menu of workshops each semester on topics such as:

- Resume and cover letter writing
- Job search strategies
STANDARD THREE: STUDENTS

- Interviewing techniques
- Work abroad opportunities
- Portfolios
- Attending graduate school
- Academic and career decision-making

Career Services works closely with faculty members to reach students in the classroom and to support faculty in their work. Classroom presentations are scheduled throughout the academic year on a variety of topics at the request of faculty members. Off campus presentations are conducted by special request to organizations such as schools, civic groups, and special interest groups.

Ask-an-Alum Career Mentoring Program

The Ask-an-Alum program allows students to search our online database of over 3,000 alumni mentors who can answer students’ questions about the education, skills, and experiences they need for a particular job or career. Additionally, the program helps students develop a network of professional contacts. The system was completely redesigned in 2006 to be more user-friendly and now allows students to run their own queries via a web interface.

Collaborative programming efforts have been established with the Center for Leadership Development by co-sponsoring six Ask-an-Alum Career Leadership Luncheons each academic year. This program was designed to give current UM students the opportunity to hear how important it is to be involved on campus. A panel of alumni discusses the skills gained from student employment positions, extracurricular activities, internships, and volunteer opportunities and how the skills students are developing now will apply to their professional lives after graduation.

Graduate Survey

Career Services conducts the annual survey of UM graduates. The 2007 Graduate Survey represents students who graduated during the period of summer 2006 through spring 2008: 2,662 graduates were surveyed and 1,464 responses were received representing 55% of the graduates. Of the respondents, which included certificates, associate’s, bachelor’s, master’s, doctoral, and law graduates, 80% reported being employed, 70% were employed in the State of Montana and 19% were pursuing further education (Exhibit RE 3-06).

Testing Services

Career Services also operates the University’s computer based testing center that administers a large variety of admissions and professional licensing and certification examinations for the campus and surrounding local/regional communities. Examples of examinations available include the Graduate Record Exam (GRE), General Management Admission Test (GMAT), Law School Admissions Test (LSAT), Medical College Admissions Test (MCAT), Test of English as a Second Language (TOEFL), Miller Analogies Test (MAT), College Level Examination Program (CLEP), insurance licensing, information technology certifications, building inspector licensing, Emergency Medical Technician (EMT) certifications, health
professions certifications, and forestry licensing. Testing Services is another area of notable growth, as the number of examinations delivered has increased from 1,361 in 1998 to 3,364 in 2008.

Testing Services has reached capacity in terms of its ability to accommodate additional testing vendors due to space constraints. While there are additional examinations that have been requested by academic departments such as Certified Public Accountant (CPA) and pharmacy and social work licensing, unless the University either expands the current testing location or moves Testing Services to a different location, growth will be impossible.


Operated by the University and based on campus, Curry Health Center (CHC) provides a broad array of affordable and accessible health and wellness services. Services include medical care, lab, x-ray, pharmacy, dental services, Counseling and Psychological Services (CAPS), the Student Assault Resource Center (SARC), alcohol and other drug abuse evaluation, counseling and referral, and health education. CHC is open 24 hours per day, seven days per week during the academic year. Medical, dental, and CAPS provide after-hours services, using on-site RNs and on-call physicians, dentists, and professional psychologists and counselors.

A great demand exists for the services of CHC. Clinic records indicate that approximately 80% of the students use CHC each year. Without CHC, many students would find it difficult to access healthcare because of financial issues. CHC administers the Montana University System Student Insurance Program (MUSSIP) for the UM campus. MUSSIP seeks to provide more affordable insurance coverage for students. Blue Cross Blue Shield of Montana is the current vendor and approximately 3,500 UM students participate.

The medical clinic has a staff of 45, including six physicians, six nurse practitioners, RNs, support staff, and specialist consultants, who provide extensive medical services including an in-patient service with eight beds, for approximately 30,000 patient encounters per year. The Skaggs School of Pharmacy provides pharmacy services, and CHC provides a teaching site for pharmacy students. In addition, CHC serves as a clinical rotation site for students in the following professional and paraprofessional programs: nursing, radiology technician, social work, medical assistance, health and human performance, and medical students.

CAPS works closely with the medical clinic to provide care for students with mixed emotional and physical health problems. Since the two departments merged in 1990, the number of students treated for mental health problems has increased significantly. This increase is due in part to the increased consultation, referral, and collaboration between the two staffs.

CAPS provides brief individual, topical group, and couples counseling, as well as crisis care, psychological assessments, and psychiatric consultations. These services are in high demand: each year, the staff treats approximately 1,200 students and handles 4,000 appointments. CAPS operates without a waiting list by offering urgent care and crisis visits for students whose needs are great, scheduling other clients for
ongoing therapy on an “as soon as possible” basis, and adding temporary counselors beyond the midpoint of each semester when service demand is highest.

The staff of CAPS includes nine mental health professionals (7.7 FTE), specifically five clinical psychologists, three licensed clinical professional counselors, and a psychiatrist. Two counselors hold addiction counselor licenses as well. CAPS service capacity is expanded through the inclusion of three graduate assistants who are in training, two of whom are from the Department of Psychology and one from the Department of Counselor Education. In addition to the staff of CAPS, SARC includes a social work coordinator and an outreach specialist. SARC provides support and advocacy services for survivors of sexual and other relationship violence and its outreach programs educate the campus about these important issues.

CAPS also administers the Self-Over-Substance program, an alcohol education and prevention program. SOS serves approximately 600 students annually for substance abuse intervention and counseling. The staff includes a professional counselor/coordinator with licenses in counseling and addictions counseling, an assistant coordinator, and a licensed addictions counselor. SOS also trains a large number of student interns. The staff consults with faculty and administrators regarding students' mental health needs, and in the case of campus emergencies, the needs of the entire community. CAPS, SOS, and SARC provide extensive training annually for Residence Life staff.

The dental clinic was introduced in 1978 because community dentists were unwilling to see students without payment in advance. Approximately 5,000 visits occur each year. The demand for service is high and the staff of eight, including two full-time dentists and two dental hygienists must prioritize dental emergencies ahead of non-emergency dental conditions. The clinic budget is funded approximately 45% by charges for services, which generally cost from one-third to one-half of the fees charged by the private sector, depending on the type of service.

Student satisfaction is monitored on an ongoing basis. Electronic satisfaction surveys are sent monthly to students who have utilized the medical services. Survey results are useful for identifying areas of concern for students and guiding many of CHC’s process improvement initiatives. Average results from the AY 2008-09 patient satisfaction survey indicate that students were generally satisfied with the care they received at CHC, giving CHC an overall satisfaction rating of 4.26 (on a five-point scale). The survey reveals that patients were most satisfied with the degree of respect, consideration, and dignity with which they were treated at CHC (4.51) as well as the level of privacy they were provided (4.5); patients were less satisfied with the cost of services (3.4) and the length of their wait time (3.6). The full survey results are available in Exhibit RE 3-06. In response to the survey results, CHC is in the process of implementing a new clinic management and integrated electronic medical records software system (Medicat) that will allow CHC to better measure patient wait times throughout the clinics, as well as monitor provider services. Medicat will allow CHC to better review and address cost-of-service issues, because CHC will be able to use the provider service information to benchmark service costs with local community costs via Medicare RVU (relative value unit) comparators.

The Health Enhancement department of CHC identifies student behaviors that may negatively affect their health and academic success, and develops programs like peer
education, presentations and discussion groups, multimedia theatrical productions, and media campaigns to address the behaviors. The programs reach over 8,000 students each year and include a variety of topics that help students develop healthy lifestyles that support their physical and mental well being. The topics include safe partying and alcohol poisoning prevention, healthy sexuality, STDs and HIV, nutrition, and stress management. The CARE (Condom Access for Responsible Encounters) program enlists over 100 peer volunteers to act as condom access points for students living in the residence halls and Greek houses. Other programs include IGNITE, providing tobacco education; the Booze Brothers, providing alcohol education; Reefer Madness or Reefer Reality, providing drug education; and Help Someone Help Yourself, providing suicide prevention education.

Our Peer Education Team, Peers Reaching Out (PROs) are at the heart of most of our programs. These students are well trained, and receive academic and practicum credits through the Department of Health and Human Performance. PROs have won national recognition for their outstanding programs. One popular PROs presentation is "Beer Goggles," a multimedia performance about alcohol and sexual assault prevention that is presented to first year students. PROs also serve on the Drug and Alcohol Advisory Committee, the Student Health Advisory Council, University Council on Sexual Assault, and the Tobacco Task Force.

CHC outreach efforts include service on campus committees such as Special Admissions, Peer Mediation, Quality of Work Life, Drug and Alcohol Advisory Committee, University Counsel on Sexual Assault, Technology, and others. CHC staff work directly with many campus groups including resident assistants, foreign students, athletes, Orientation program staff, faculty and staff, student government, and others.

The infrastructure of CHC has improved substantially in the last 10 years. In 1995, its facilities were renovated and expanded, and it is in the process of implementing a health services information system which will include electronic health records. All departments participate in quality improvement activities which involve ongoing and problem-focused review of healthcare delivery. In March 2000 CHC was accredited by the Accreditation Association for Ambulatory Health Care and since then has received the maximum three year reaccreditation on subsequent reviews. In February 2009 CHC went through a reaccreditation site visit and again received the maximum three year reaccreditation, receiving an overall rating of “substantially compliant.” Recently, CHC has also completed a five-year strategic plan.

Student support of CHC has historically been strong, as manifest by the substantial mandatory health fee endorsed by student government. However, due to increases in tuition and other campus fees, student leaders increasingly expect CHC to keep increases in its mandatory health fee to a minimum. To maintain the same level of service and minimize increases, CHC has developed other sources of revenue, such as fee for services to part-time students.

3.D.13: Student Housing

The mission of Residence Life is to provide safe, economical living facilities that promote student learning. It adheres to the principles and standards of the Association of College and University Housing Officers-International (ACUHO-I). In 2007,
Residence Life commissioned an external peer review of its facilities, programs, and services by ACUHO-I (Exhibit RE 3-06). The review confirmed that the staff is well-trained and dedicated to serving residents, facilities are well maintained, clean, and inspected regularly, and fiscal management practices and procedures are sound.

In 2004, Residence Life opened the Lewis and Clark Village, a new housing option designed to accommodate upper-class and graduate students. This project contributes to the University’s strategic goal to increase graduate student enrollment, and improves the ability of Residence Life to respond to student living preferences and enhance the living/learning environment. This project is the last of an extensive construction and renovation program initiated in the mid 1990s to meet the demand for housing.

Presently, Residence Life administers nine residence halls with a capacity of 2,394 beds, 191 apartments with a capacity of 462 beds in Lewis and Clark Village, and 578 apartment units in the University Villages complex (for families or students with dependents). Residence hall facilities range from traditional double and single rooms and three-person pods sharing community bathroom facilities to single rooms with private bathrooms and four-person suites with two private bathrooms. Apartments in University Villages range from studio to four-bedroom units in two multi-story buildings, four-plex apartment units, and townhouse style apartment units. All residence halls, University Villages, and Lewis and Clark Village apartments comply with safety and ADA codes. Safety measures include electronically controlled outside and individual floor entrances, fire detection and sprinkler systems, and video monitoring of public and outside areas of residence hall and apartment facilities. A comprehensive Residence Life Facility Master Plan was completed in 2005 and is available in Exhibit SM 3-02.

Residence Life is currently upgrading the network backbone to a 100 megabyte service which will be completed by September of 2009. The Resident Technology Assistants Program continues to flourish and has relocated to renovated offices in Elrod Hall. This program is part of what is now called Student Affairs Information Technology, which assists residents with their computing needs in addition to providing technological support for the Division of Student Affairs. Telephone service in the residence halls was included in room fees in the past, but this service has been discontinued since nearly all students use mobile phones. This change provided an annual cost savings of nearly $200,000.

The Residence Life program is structured to provide services that support students, promote out-of-classroom learning, and a healthy living environment. Critical elements of this environment include opportunities to interact with a diverse student population, develop interpersonal skills, and learn the responsibilities of community living: Residence Life fosters this environment through its living arrangements, programs, and staff training. Students can choose from several living arrangements including quiet floors (24-hours quiet), substance-free floors, Davidson’s Honor College Living/Learning Center (Knowles Hall), international student floors, and many traditional living options. University Villages and Lewis and Clark Villages complexes include community centers with a Coordinator and a staff of Community Assistants who organize a variety of programs to build a sense of community and support the residents. Full-time staff members and Resident Assistants, Community Assistants, Village Assistants, and Resident Technology Assistants are trained on
topics such as transitional and retention issues, student learning, community building, conflict mediation, leadership, interpersonal communication, diversity, and knowledge of and use of campus resources. Recent surveys including the Student Satisfaction Inventory indicate that the training programs and facility construction and improvements program have made a positive impression on students. The annual survey of residents conducted by Residence Life corroborates this success (Exhibit RE 3-06).

The financial health of Residence Life has been excellent, but as noted in the ACUHO-I external peer review, the bond debt burden for renovation and new construction poses a challenge to maintaining adequate operational and reserve funds for maintenance and facility renovation. Currently, for each dollar of revenue, 60 cents is spent on operations, 32 cents is spent on bond payments, and 8 cents is reserved for capital projects. Residence Life has recommended $65 million in capital projects and renovations over the next decade, which will include major renovations to the Craighead/Sisson and Elrod/Duniway/Craig Halls complexes. These renovations will address improved ADA compliance, sustainability, and better technology access.

**Griz Card Center**

The Griz Card Center was administratively placed under the Residence Life Office in May of 2007. In December of 2007, Griz Card management developed a Strategic Plan for the Griz Card Center (Exhibit SM 3-02). The center’s mission is to maintain a user-friendly one-card system that is available to University faculty, staff, students, affiliates, alumni, retirees, and participants in conferences and events. The Griz Card provides a wide array of functions and privileges that includes access control and monitoring of buildings and/or specialized or secured areas within buildings. The Griz Card Center also authorizes specific services for conference and event attendees and manages the UMoney declining balance program. The card also functions as a personal University photo identification card and provides management and statistical data for users. The Griz Card Center also maintains the availability of appropriate functions, particularly UMoney debit card usage in off-campus non-University venues. In the fall of 2008, Griz Card requested and received approval for two significant campus policies. These two new policies recognize the Griz Card Center as a campus enterprise, and beginning with the 2012/13 Biennium the Center will receive additional support in the form of a $50,000 annual allocation from state appropriated funds, creating a pool to assist offices and departments with the cost of installing Griz Card access. The second policy is related to the campus construction standards, and requires at a minimum, wiring and electronic hardware for all exterior doors for Griz card access, and monitoring functions in all new construction or major renovation of a campus facility. Wiring must be terminated in the facility’s main technology room and appropriate space must be reserved in this technology room for Griz card-related equipment.

During the 2008 fall semester, Griz Card purchased and installed new badging software and hardware. Further technological improvements are planned in which Griz Card will transition from the current Unix operating platform to a Universal environment. The new platform will allow the Griz Card Center to move forward with current technology, improve function and access, and provide better services to its users. This transition is planned for December of 2010.
3.D.14: Food Services

University Dining Services (UDS) enriches The University of Montana campus community by promoting sustainable business practices, providing outstanding cuisine, and delivering exceptional guest service. UDS is comprised of retail operations, board plan operations, UM Concessions, and University Catering Services. Through various venues, UDS provides buffet-style, a la carte, concession services, and catered meals to a campus market base of 17,000 faculty, staff, and students. The Dining Services staff comprises 79 full-time culinary professionals and approximately 425 student employees. In addition, the University employs a full-time state-certified Environmental Health Officer who inspects all UDS venues, and a Certified ServSafe Trainer who teaches food safety and sanitation classes. All UDS staff members are required to be ServSafe certified.

UDS regularly assesses the quality of services and delivery through guest satisfaction surveys, comment cards, fiscal analysis, intercept interviews, focus groups, and peer review. In October 2006, UDS completed a comprehensive external review by the National Association of College and University Food Services (NACUFS). The review team compared UDS current business practices to industry best practice benchmarks as outlined in the NACUFS Professional Practices Manual. The review team’s overall findings were very positive for UDS. In fall 2008, UDS switched from a manual guest satisfaction survey model performed each semester to an annual online Guest Satisfaction Survey offered through NACUFS. Overall responses included the following:

- Of 2,940 respondents, 73% were students, 21% were staff, and 6% were faculty
- In terms of overall satisfaction, UM ranked higher than the combined average of the 108 participating schools: 31% reported that they were “very satisfied” with UDS overall, which was 4% higher than the combined average.

UDS has won 19 International Dining Awards through NACUFS, American Culinary Federation (ACF), American Dietetic Association (ADA), and other culinary associations. The UDS Certified Executive Chef, Tom Siegel, is well-known and respected among NACUFS and ACF members. He is the current and two-time local ACF Chapter Chef of the Year. Tom leads an award-winning team of culinary professionals, including seven chefs and a pastry chef, who develop menus and recipes for UDS. The UDS Registered Dietitian, Rebecca Shern, provides menu and recipe analysis for UDS and free diet and nutrition counseling to on-campus meal plan participants. Off campus students may also receive counseling for a nominal fee when referred by Curry Health Center.

UDS provides maximum flexibility in dining options through three meal plans. The 2,393 on-campus residents have access to the All Campus and Lommasson Plus plans. The on-campus plans provide a weekly meal fund balance designed to ensure that the plan will last an entire semester. In addition, 2,400 off campus students, faculty, and staff enjoy the benefits of a declining balance Commuter Meal Plan.
UDS restaurants offer home style entrees, homemade soups and chilies, deli-style sandwiches, salad bars, fresh fruits, specialty beverages, fresh bakery products, traditional fast food favorites, international cuisine, and creative vegetarian options. The Food Zoo six-week cycle menu is value added with special dinners, interactive meals, and regularly scheduled “eater-tainment” like the very popular biweekly Omelet Bar. The Cascade Country Store offers four self-branded kiosks and a well-stocked, competitively-priced convenience store. The UC Food Court features national and local restaurant franchises including Pizza Hut, Wing Street, Mark Pi’s, and Doc’s Sandwiches. In the Autumn 2008 Semester, UDS opened Casa Nina, a self-branded restaurant offering authentic Mexican cuisine.

The Catering department enriches the campus community by providing outstanding and nationally-recognized culinary services. Catered events include orientation programs, coffee breaks, themed meals, conference dining, weddings, and elegant VIP affairs such as the annual Cowboy Ball.

UM Concessions provides services at Washington Grizzly Stadium, Dornblaser Field, and the Adams Center for all intercollegiate athletic events, concerts, flat shows, and large gatherings such as the annual Kyi-Yo Powwow.

UDS is recognized nationally and across the campus as a leader in the area of sustainable business practices and for our UM Farm to College (FTC) program. Since fall 2003, purchases through the FTC program have exceeded $3 million from local and regional food suppliers.

3.D.15: Co-curricular Activities

The University offers co-curricular activities and programs that complement students’ educational experiences in the classroom. It encourages Student Affairs practitioners and faculty members to collaborate in the development of co-curricular experiences that foster the growth of students' interpersonal skills, cognitive abilities, and positive values. The activities and programs available for students are extensive. They range from student organizations and paraprofessional positions within campus departments to volunteer positions in the community and internships across the nation and overseas.

Indicators suggest that many students are involved in co-curricular programs and activities. Over 136 student organizations are listed in the 2008-09 edition of the Student Involvement Guide, published by ASUM and the University Center. Reservations data for the last year show that student organizations staffed information tables in the University Center atrium 418 times to promote their interests and held 1,934 events and/or meetings in the University Center alone.

Encouraging student involvement experiences outside the classroom that are educationally purposeful and integrate students into the campus community is the focus of the University Center’s Student Involvement and Leadership Development (SILD) programs. Included under this umbrella are Greek Life; leadership and diversity programming; arts and cultural programs such as student-coordinated, rotating exhibits in the UC’s art gallery and meeting rooms; entertainment; and billiards and table tennis courses offered through the Game Room for academic credit from the Department of Health and Human Performance. The Vice President for
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Student Affairs sponsors WelcomeFeast, an annual gathering on the Oval to welcome
the campus community back for fall semester. This very successful event combines a
free lunch, entertainment, informational tables, and giveaways in an effort to provide
outreach opportunities for student groups and campus departments to connect with
students.

Websites for the University Center, ASUM, and Greek Life include contact
information for becoming involved. In addition to housing offices for the student
government and its related agencies, the University Center also provides space for
student organizations through an annual allocation process.

Campus employment is another avenue for students to develop their skills and
abilities. To help students find campus employment, Career Services oversees a well-
established website that lists job vacancies both on and off campus. To develop the
skills of student employees, several campus units, including the University Center,
Residence Life, and Dining Services have established training programs for entry-
level and supervisory student employees.

The University is affiliated with five Greek fraternities and four sororities. With the
exception of one fraternity, all have houses located within several blocks of the
campus. Greek organizations are advised by the Office of Greek Life, which includes
a full-time advisor who dedicates approximately 0.75 FTE to advising the Greek
organizations on campus policies and how to plan activities and recruit members. In addition, the advisor evaluates the organizations annually based on their academic performance, community service, adherence to UM policies, and other criteria. The University’s Greek community maintains a voluntary policy prohibiting alcohol in the common areas of Greek houses. The Office of Greek Life website contains information about Greek organizations, policies, events, and membership.

Selected examples of co-curricular programs that exist on campus include the following:

- The Division of Student Affairs recently created a student employment program aimed at giving qualified students exposure to the various departments within the Division. The intent is to generate interest in the field of Student Affairs as a career choice. Interns develop skills in leadership, advising/counseling, administration, and/or supervision through an immersion learning program lasting two semesters.

- The Office for Civic Engagement (OCE, formerly known as Volunteer Action Services) is a program within the Davidson Honors College which works to “enhance professional, academic, and personal experiences through volunteerism and service learning.” In its mission statement, it states that “it is The University of Montana’s primary agent of community activism and civic responsibility. Our mission is to challenge and improve lives with an ethic of service and investment in community.”

- Student Involvement and Leadership Development is the University’s formal student activities program and falls under the purview of the University Center. SILD programs include conferences, workshops, films, town hall discussions, panel presentations, and art exhibits as well as opportunities for social networking, recreation and entertainment. Many of these activities are student-guided with student coordinators acquiring skills in budget development, time management, project management, conflict resolution, communication, and supervision.

- KBGA radio, a fee-funded, student-run radio station with a news department that employs many Journalism majors, was created as the result of student support.

- Peers Reaching Out is a program sponsored by the Curry Health Center. UM student volunteers earn academic credit for a Health and Human Performance course on peer education. Through participation in the program, these students make presentations on health issues to their peers in the residence halls, academic classes, fraternities, sororities, and during meetings of student groups. Students develop leadership skills in public speaking, group facilitation, team building, and health education.

Campus departments that offer co-curricular programs assess students' needs and the impact of their programs. Most use self-assessment surveys completed by students to assess impact and student satisfaction. Some are more formal in their approach than others.
For several years, ASUM leaders have made it a priority to find ways to inform students about the benefits of becoming involved in student organizations. ASUM and the UC have partnered to offer a leadership conference, leadership recognition, educational programs for student organizations, and to facilitate student involvement.

In developing its co-curricular programs, the University is responsive to the needs of a broad spectrum of student populations, in particular disabled student populations. Performing arts, recreational, athletic, and student activity facilities are accessible to the disabled. Facilities include parking for the disabled, automatic door openers, wheelchair seating, and assistive listening devices for the hearing impaired. Sign interpreters are present at all public campus events such as plays, speakers, convocation, and commencement. Students with disabilities who wish to participate in co-curricular programs and require accommodations such as an interpreter can receive financial support to cover these costs through the student government. Comprehensive information regarding access is located on the Office of Disability Services for Students website.

Approximately 30% of University students are over the age of 30. To serve adult, commuter, and part-time students who work, facilities such as the Fitness and Recreation Center and the University Center offer early morning, evening, and weekend hours and programs are offered during the day. Various campus units organize workshops and presentations to accommodate the schedules of adult students. In many cases, departments that offer co-curricular services and close at 5:00 p.m. provide online information and services. For example, students can access the services of Career Services, Office for Civic Engagement, and the Center for Work-Based Learning through websites.


Co-curricular programs are subject to institutional policies and oversight by several campus departments, Regents’ policies, and state and federal laws and regulations that may pertain to alcohol use, facilities use, purchasing, travel, vehicle use, personnel, finances, travel, and entertainment. BOR Policy 506.2 states that the student government organization, referred to as ASUM, shall have a constitution, which must be approved by the University president. The constitution shall specify how funds to other student organizations will be distributed, and the distribution shall be in accordance with the stated policy.

The administrative personnel of ASUM are available to advise recognized student organizations about these policies. Student organizations are provided with a copy of ASUM's fiscal policy, as well as guidelines on obtaining funding and managing accounts. In addition to informing student organizations about fiscal policies, ASUM requires student members of newly-formed student organizations to indicate that they have read and will abide by the Drug and Alcohol Guidelines of the University. This requirement is a component of the University's risk management recommendations to ASUM in recognizing student organizations. The recognition of these guidelines underscores the fact that the University generally assumes no responsibility for a participant's bodily injury or personal property damage during student group activities and advises students to obtain medical and automobile insurance before driving any vehicle in connection with University activities. The guidelines also
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require a student group to identify all types of risk-related activities it may participate in during the academic year and safety precautions it will take. The ASUM administrative staff members have the expertise of ASUM Legal Services to help evaluate potential risks.

Student-coordinated programs such as PROs as well as University Center programming are informed of campus policies by their affiliated campus department. To help student organizations schedule events in accordance with campus and state policies, the Event Planning Office located in the University Center advises students about various policies (e.g., entertainment, facility-use, and alcohol policies).

The University plays an active role in evaluating the effectiveness of its policies and procedures related to student activities and ensuring appropriate governance. For example, as a result of incidents involving alcohol in the fraternity houses located off campus, the Vice President for Student Affairs advocated for a revision of the All Greek Alcohol Regulation Policy or possible loss of campus recognition by the houses involved. In response to the recommendation of the Vice President, the All Greek Council unanimously approved a policy that prohibits the consumption of alcohol in the common living areas of Greek residences and any underage consumption.


The University of Montana is an active campus. Campus Recreation provides access to a wide array of fitness and recreation programs and facilities. The department promotes healthy lifestyles and offers activities, events, and venues that satisfy the needs and interests of students.

In October 2001 Campus Recreation opened the new 85,000 sq. ft. Fitness and Recreation Center, which was designed with student input and involvement. It features a designer climbing area of 7,500 square feet with a pinnacle of 45 feet. It has an 11,000 square foot weight training area and four areas that have 55 pieces of cardio equipment; a one-tenth of a mile track that is suspended over three hardwood sports courts; three large fitness studios for multiple activities and classes; seven handball/racquetball courts; and a squash court. Campus Recreation publishes and distributes two brochures with information about facilities and programs (Exhibit OSM 3-10). On a busy day more than 3,000 students and 200 faculty and staff members use the facility. In the previous facility, the use pattern was 700 students and 20 faculty and staff members per day. In order to comparatively assess the new facilities and offerings, Campus Recreation visited similar facilities both in Missoula and regionally in 2006. Their findings are published in the Division of Student Affairs Assessment Report, and are also available in Exhibit RE 3-06.

The new facility has allowed Campus Recreation to increase its fitness offerings. In addition to six types of yoga, four types of Pilates, and a wide range of strength, cardio, and flexibility classes, Campus Recreation now has the capacity to collaborate with Curry Health Center, Nora Staael Evert Physical Therapy Clinic, and University Dining Services. Through these collaborations, Campus Recreation provides personal training, nutrition, and physical therapy consultations. In concert with these
consultations, Campus Recreation offers weekly seminars that focus on training, equipment, and recovery. Campus Recreation continually assesses the needs and interests of the student body in order to offer the most appropriate programming. In 2007, Campus Recreation undertook a major assessment project concerning programming in collaboration with the School of Business Administration. The results and the information obtained were extensive and positive (Exhibit RE 3-06).

The new facility and increased programming have resulted in increased staffing needs, which have been negotiated by accommodating more academic undertakings. Available space and staff have been maximized by offering credit through the Department of Health and Human Performance, the College of Forestry and Conservation, and the School of Theatre and Dance. More than 1,000 credit hours per year have been offered through these collaborations. In addition to courses, Campus Recreation has been able to offer fitness instructor certifications in Pilates, yoga, and spinning. Campus Recreation is also collaborating with the Forest Service to offer a Level 1 avalanche awareness course through the co-sponsored Western Montana Avalanche Center.

Campus Recreation offers a wide variety of activities and programs for the campus and the Missoula community. The Outdoor Program offers a number of trips, lectures, seminars, and classes each semester (Exhibit OSM 3-10), and the magazine Outside has selected the University as one of the outstanding schools for outdoor pursuits. The Fitness Program offers 50-55 hours of fitness classes every week during the academic year, and about 25 hours during summer and winter sessions in over 60 fitness and recreational classes. Campus Recreation also organizes the Intramural Program, which offers 43 sporting events and leagues, and the Sports Club Union, which is a federation of 23 student sports clubs. In addition, Campus Recreation oversees the Grizzly Pool, which offers fitness, competitive, recreational, and lesson swimming; and the UM Golf Course, which ranks among the top five courses in the state in rounds played per year. The nine-hole course has a complete pro shop and certified instruction staff.

A Student on the Climbing Wall in the Fitness and Recreation Center
3.D.18: A Bookstore that Supports the Educational Program

The Bookstore at The University of Montana was incorporated in 1921 and is a 401(c) not-for-profit corporation governed by a board of directors composed of students and faculty. In addition to its anchor store in the University Center, it operates four stadium retail stores, a popular convenience store called the Market, a satellite bookstore at the College of Technology, and a comprehensive retail website. xxxvi Since fall 1999, the Bookstore has provided online order capability and ISBN information so students can shop around for better pricing. A direct link to Amazon.com is also provided to encourage price comparisons. The ISBN information is now required by the 2008 Higher Education Opportunity Act. The anchor store is open Monday through Friday, 8:00 a.m. to 6:00 p.m. and 10:00 a.m. to 6:00 p.m. on Saturdays and most holidays.

The Bookstore is a member of all major campus bookstore professional associations, including the National Association of College Stores Large Stores Group, the Independent College Bookstore Association, and the American Booksellers Association. The Bookstore uses benchmark information from these groups to measure its performance and to suggest areas for improvement. The Bookstore sells course packets and both new and used textbooks, which it purchases from students for 65% and resells at 75% of the new price. This translates into lower course material costs for students. The Bookstore currently has a team pursuing less expensive methods of delivering intellectual property in order to lower course material costs even further.

The Bookstore serves faculty and academic department staff in a variety of ways. It allows faculty to submit book requisitions online or via traditional methods, and assists faculty in the development of supplemental teaching materials through its FacPac program. It researches copyright issues and obtains copyright permissions on all protected material in addition to managing financial arrangements such as royalty payments. Plans are in place to deliver all copyright-free materials both in printed and on-line form.

The Bookstore is strong in academic, reference, study, and regional titles. It provides book title and availability research for students and faculty, the U.S. Forest Service, Saint Patrick Hospital, Community Medical Center, and other agencies. Faculty, students, and staff receive a 10% discount on non-text titles. The Bookstore currently manages the educational computer hardware and software purchasing contracts for UM, although budget limitations may result in the discontinuation of this program. The Bookstore provides a trained computer hardware and software expert to discuss clients' needs and assist them in making choices. This program ensures that University purchasing guidelines are followed.

The Bookstore supports education in a variety of ways separate from selling course texts. It employs about 75 students in both work study and non-work study positions and provides internships to students interested in business, computer networks, and window and sales floor merchandising. The Bookstore employs professional artists to work with art students and provides materials and services to art faculty to enhance art education. The store discounts art materials for classes to reflect margins received
in the course materials department. The Bookstore also pays for tuition and books for full-time employees wishing to enhance their education and job skills.

The Bookstore is a good community member both on and off campus. It supports the Missoula Out to Lunch program, Downtown Association, Chamber of Commerce, KUFM-FM, the School of Fine Arts, and UM athletic programs through donations and maintenance of MontanaGrizzlies.com, the official Intercollegiate Athletics website. The Bookstore initiated the UM trademark licensing program and continues to support it, which helps to strengthen the institution’s image and alumni loyalty.

3.D.19: Student Media

Student Print News Media

The Montana Kaimin, the student newspaper, turned 111 years old in 2009. The Kaimin is published four days a week during the academic year and is also available online at www.montanakaimin.com. As required by the Board of Regents, a Publications Board oversees the general operations of The Kaimin, and this oversight must not infringe on First Amendment rights. The composition and charge of the board are specified in the ASUM bylaws (Exhibit SM 3-03). The board consists of seven student members in addition to the faculty adviser to the Kaimin, who serves as an ex officio member. The editor of the Kaimin serves as the chair, and the board is responsible for appointing the editor and business manager of the Kaimin, the University's literary magazine, Cutbank, and any other ASUM-funded student publications.

Each spring, the Publications Board selects the editor and business manager of the Kaimin for the next academic year, and they, in turn, are responsible for hiring their staff. Staff members are paid, though a few students each semester choose a for-credit independent studies class offered by the School of Journalism. In a typical semester, the Kaimin will employ approximately 40 student reporters and editors, and 13 student business employees as business manager, webmaster, members of advertising sales staff, production personnel, and office assistants. A 0.75 FTE permanent classified employee oversees the budget and office operations, including billing and payroll. The School of Journalism provides a faculty adviser but exerts no control over the Kaimin. The adviser gives advice and critiques the paper, but has no authority over the decisions or operations of the paper.

The Kaimin has fared well in regional and national journalism competitions. For example, for seven of the last 10 years, UM Journalism students have won awards and accumulated point totals that ranked the school in the top 10 among all accredited journalism programs eligible to enter the Hearst Journalism Awards Program, considered the most prestigious college journalism competition. Nearly all entries in the year-long print journalism competition came from students employed by the Kaimin. In addition, dozens of Kaimin reporters and photographers have won regional and national awards in the Society of Professional Journalists' Mark of Excellence Awards in recent years.

The Kaimin is financially stable. Funding for the paper comes from advertising sales and a $4 per-student per-semester fee that was implemented by a vote of the student body five years ago. The fee generates approximately $88,000 a year in revenue.
**Student Radio Media**

In 1996, the University founded KBGA-FM, a student-run, non-commercial, 1,000-watt radio station. The operations and equipment needs of KBGA are supported by a $6 per-student per-semester fee, which was approved by the student body in a referendum. The fee generates approximately $132,000 per year in revenues.

A Radio Board oversees the general operation of KBGA. The duties and composition of the board are specified in the ASUM bylaws *(Exhibit SM 3-03)*. The Board consists of four students, a faculty member of the Radio and Television Department, and the general manager of the station. The board is responsible for appointing the advisor to the radio station and hiring the general manager. Currently, the advisor of the radio station is the station manager of KUFM, Montana Public Radio, and has 30 years of broadcast experience. The bylaws of the board specify the procedures for hiring station personnel and detail their duties.

KBGA has a large staff of paid student employees and volunteers, including 12 paid student employees and 50 volunteer DJs. Under the guidance of the station advisor, the general manager is responsible for ensuring compliance with the requirements of the Federal Communications Commission. This includes training on-air staff and station personnel, maintaining records and files, and keeping abreast of new regulations. Training activities include a three-day training program for paid and volunteer staff that is offered three times a year. Station policies and FCC rules and regulations are covered in these sessions.

**3.E: INTERCOLLEGIATE ATHLETICS**

The University of Montana's Intercollegiate Athletics program consists of 14 varsity sports competing in NCAA Division I (Football Championship Subdivision) within the Big Sky Conference. The program includes six men's sports: basketball, cross country, football, tennis, and indoor and outdoor track and field; and eight women's sports: basketball, cross country, golf, soccer, tennis, indoor and outdoor track and field, and volleyball. The Athletic Director reports directly to the President and is assisted by four Associate Athletic Directors and two Assistant Athletic Directors whose responsibilities cover Academic and Compliance Affairs, Internal Affairs, External Affairs, Business Affairs, and Media Relations.

**3.E.1 – 3.E.2: Review of Athletics Philosophy, Goals, and Objectives**

Intercollegiate Athletics is evaluated on an ongoing basis by a variety of entities. The University Athletic Committee is comprised of faculty, staff, students, and community representatives appointed by the President. This group meets monthly with the Faculty Athletic Representative, Athletic Director, and Associate Athletic Director to review the policies and practices of Intercollegiate Athletics. In addition, UM has completed the second cycle of athletic certification by the NCAA and was deemed "certified without conditions" by this body, which is the highest level of certification awarded. UM will repeat this process in 2011.
The goals and objectives of Intercollegiate Athletics, as well as the expectations of staff members, are clearly described in the Department of Intercollegiate Athletics Policies and Procedures Manual (Exhibit RE 3-01). This manual also contains the department's organizational chart. A copy of the Policies and Procedures Manual and the NCAA Manual is provided to every employee of Intercollegiate Athletics. In addition, the Athletic Director reviews policies and procedures at the all-staff meeting held at the beginning of each academic year.

In December 2005 Intercollegiate Athletics embarked on the development of its first-ever strategic plan (Exhibit SM 3-02). The strategic planning committee included representatives from Intercollegiate Athletics, the Faculty Senate, the Missoula Chamber of Commerce, the Grizzly Scholarship Association (GSA), ASUM, the UM Foundation, the Adams Center, members of the campus and general Missoula communities, coaches, student-athletes, and the National Advisory Board for Grizzly Athletics (NABGA). The final strategic plan, which includes the mission statement, objectives, and value statements for the Department of Intercollegiate Athletics, was accepted and approved by the President in May 2007. The mission statement is directly tied to the mission of the University:

In supporting and promoting The University of Montana mission, Grizzly Athletics retains the trust and respect of alumni, fans and the State of Montana by graduating student-athletes, striving for excellence and competing with integrity.

3.E.3: Student-athletes are Vested in the Same Institutional Agencies that Handle Matters for All Students

Admission requirements and procedures are vested with the Office of Enrollment Services, financial aid is awarded through the Financial Aid Office, and academic standards and degree requirements are evaluated by the Registrar's Office. These departments handle these matters for all students on campus, including student-athletes. Aid to athletes is also dispersed through the Financial Aid Office, and any renewal, reduction, or non-renewal of aid is implemented by approval of the Director of Financial Aid. The academic standards and degree requirements for student-athletes are perhaps even more stringent than those for non-athletes, as the Big Sky Conference enforces grade point requirements higher than NCAA requirements. In addition, student-athletes must comply with NCAA requirements that dictate the fulfillment of degree requirements in order to practice, compete, and receive institutional aid targeted to athletes. On average, UM student-athletes earn higher grades and graduate at higher rates than their non-athlete peers on campus. Table 3-05 indicates the average grade point averages and credit totals of athletes in comparison with all undergraduates for Academic Year 2008-09.
Table 3-05 – Average GPAs and Credit Totals of Athletes and All Undergraduates

<table>
<thead>
<tr>
<th></th>
<th>Athletes</th>
<th>All Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2008</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average term GPA</td>
<td>3.00</td>
<td>2.83</td>
</tr>
<tr>
<td>Average cumulative GPA</td>
<td>3.05</td>
<td>2.89</td>
</tr>
<tr>
<td>Average term credits</td>
<td>13.06</td>
<td>11.85</td>
</tr>
<tr>
<td>Percent on academic probation</td>
<td>2.4</td>
<td>7.9</td>
</tr>
<tr>
<td><strong>Spring 2009</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average term GPA</td>
<td>2.97</td>
<td>2.86</td>
</tr>
<tr>
<td>Average cumulative GPA</td>
<td>3.01</td>
<td>2.91</td>
</tr>
<tr>
<td>Average term credits</td>
<td>13.80</td>
<td>12.29</td>
</tr>
<tr>
<td>Percent on academic probation</td>
<td>1.7</td>
<td>5.9</td>
</tr>
</tbody>
</table>

The four-year average graduation rate for athletes is 52%, while the graduation rate for all students is 40%.

3.E.4: Athletic Budget Development is Systematic

In 2004, the Department of Intercollegiate Athletics encountered and managed a serious budget shortfall. In response, a panel reviewed the financial practices, procedures, and systems within the department, which resulted in many positive changes. Most significantly, the department now participates fully in the campus budgeting process by submitting a yearly operating plan along with a line-item budget. In addition, the fiscal officer for the department meets quarterly with the campus budget director to review expenditures and revenues to date.

The primary fundraising body for Intercollegiate Athletics is the Grizzly Scholarship Association, a non-profit corporation legally separate from the University. The authority to manage and direct the operations and activities of the GSA is vested in the GSA Board of Directors and its elected officers. The GSA solicits funds for the University Athletic Scholarship Program, assists the athletic program through various fundraising activities, and promotes public interest, awareness, and enthusiasm in all of the sports within Intercollegiate Athletics. Funds raised by the GSA are deposited in accounts of the UM Foundation and transferred periodically to the University for use by Intercollegiate Athletics as designated by the GSA in consultation with the Athletic Director. Expenditures of these funds are audited routinely by University auditors. For a complete description of the use of UM Foundation funds, see “Grizzly Scholarship Association” in the Policies and Procedures Manual for Intercollegiate Athletics (Exhibit RE 3-01).

3.E.5 Fair and Equitable Treatment of Male and Female Athletes

The University continues to demonstrate its fair and equitable treatment of male and female athletes in providing opportunities for participation, financial aid, student support services, equipment, and access to facilities.
In response to a 1992-93 Office of Civil Rights (OCR) review, UM submitted a Corrective Action Agreement (CAA) to OCR. After submitting follow-up reports to OCR regarding the feasibility of adding women’s softball, women’s skiing, and women’s swimming, on November 15, 2001, OCR determined that UM is currently fully and effectively accommodating the interests and abilities of its students who are members of the underrepresented sex.

Since the 1992-93 OCR review and subsequent closure of the file in 2001, UM has effectively demonstrated its commitment to fair and equitable treatment of male and female athletes regarding financial aid, student support services, equipment, and access to facilities. Two women's sports, golf and soccer, have been added in response to the initial OCR review.

3.E.6: Scheduling of Intercollegiate Practices and Competition

Intercollegiate Athletics has a published policy regarding scheduling of competition during finals week found in the Policies and Procedures Manual for Intercollegiate Athletics (Exhibit RE 3-01); however, membership in the Big Sky Conference and NCAA sometimes makes these conflicts unavoidable. The Big Sky Conference Outdoor Track and Field Championship is often scheduled during the final exam period of spring semester. For this reason, the approximately 35 members of the team that qualify for this meet each year may be traveling and/or competing during the week of final exams, and are required to reschedule exams with their professors. UM athletic administrators have repeatedly expressed concern over the scheduling of this event at Big Sky Conference meetings; however, with nine member institutions, the
Track and Field Championships inevitably fall on one or more of the members' final exam periods, regardless of the date chosen. The only other sport that is occasionally affected during finals is football, and such a conflict occurs only if the team advances through the NCAA subdivision playoffs to the championship game in the middle of December. This date typically conflicts with part of UM's fall final exam period. It is likely that the championship game will be moved to early January beginning in 2010; however, under this new structure the playoff games may occur in December and could potentially coincide with finals week in a given year.
STANDARD THREE: STUDENTS

**WEBSITES REFERENCED**


ii *Partnering for Student Success Action Plan:*
   
   [http://www.umt.edu/partnering/plan/default.aspx](http://www.umt.edu/partnering/plan/default.aspx)

iii *Partnering for Student Success* brochure:
   
   [http://www.umt.edu/partnering/PartneringBrochure.pdf](http://www.umt.edu/partnering/PartneringBrochure.pdf)

iv “UM By The Numbers;” [http://admissions.umt.edu/numbers.html](http://admissions.umt.edu/numbers.html)

v *Academic Standards and Curriculum Review Committee:*
   
   [http://www.umt.edu/facultysenate/committees/ASCRC/default.aspx](http://www.umt.edu/facultysenate/committees/ASCRC/default.aspx)

vi *Committee on Campus and Facilities:*
   
   [http://www.umt.edu/committees/Campus%20Facilities.aspx](http://www.umt.edu/committees/Campus%20Facilities.aspx)

vii *Strategic and Budget Planning Committee:*
   
   [http://www.umt.edu/committees/strategicbudget.aspx](http://www.umt.edu/committees/strategicbudget.aspx)

viii *UFA Collective Bargaining Agreement:*
   

ix *ASUM Relations and Affairs Committee:*
   

x *Course Catalog, Student Rights: [http://www.umt.edu/catalog/eso/services/rights.html](http://www.umt.edu/catalog/eso/services/rights.html)*


xii UM Policies: [http://www.umt.edu/policies/](http://www.umt.edu/policies/)

xiii *Course Catalog, Academic Policies and Procedures (grading system):*
   
   [http://www.umt.edu/catalog/acad/acadpolicy/default.html](http://www.umt.edu/catalog/acad/acadpolicy/default.html)

xiv *BOR Policy and Procedures Manual, Section 300 (admission policies):*
   
   [http://mus.edu/borpol/bor300/bor300.asp](http://mus.edu/borpol/bor300/bor300.asp)

xv *BOR Policy 1902: [http://www.mus.edu/borpol/bor1900/1902.htm](http://www.mus.edu/borpol/bor1900/1902.htm)*


STANDARD THREE: STUDENTS


xix Upper-Division Writing Proficiency Assessment:
http://www.umt.edu/writingcenter/upperdivisionwritingproficiencyexam.htm

xx First Year Interest Groups: http://www.umt.edu/figs/

xxi Undergraduate Advising Center, Academic Standing:
http://umt.edu/uac/audiences/Academicstanding.aspx

xxii Graduation Appeals Form: http://www.umt.edu/registrar/forms/GradAppealsForm.pdf

xxiii Transfer Guides: https://webprocess.umt.edu/cyberbear/uwskxfer.P_SelState

xxiv Graduation Guide (Registrar’s Office):
http://www.umt.edu/registrar/students/GraduationInfo.aspx

xxv Department of Education Financial Aid Audit Expectations:

xxvi CyberBear: http://cyberbear.umt.edu/

xxvii Satisfactory Academic Progress Policy (financial aid eligibility):
http://life.umt.edu/financialaid/name/eligibility

xxviii Financial Aid: http://life.umt.edu/financialaid/

xxix Orientation: http://admissions.umt.edu/orientation.html

xxx Undergraduate Advising Center: http://www.umt.edu/uac/


xxxii Course Catalog, Advising: http://www.umt.edu/catalog/acad/acadadvise/default.html

xxxiii Office of Greek Life: http://life.umt.edu/greeklife

xxxiv Disability Services guide: http://life.umt.edu/dss/name/expectaccess

xxxv BOR Policy 506.2: http://www.mus.edu/borpol/bor500/5062.htm

xxxvi The Bookstore at The University of Montana: http://www.montanabookstore.com/

xxxvii Montana Kaimin: www.montanakaimin.com

xxxviii ASUM Bylaws: http://life.umt.edu/asmus/about_asmus/gov_docs/by_laws/default.php
STANDARD FOUR: FACULTY

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STANDARD FOUR: FACULTY

4.A: FACULTY SELECTION, EVALUATION, ROLES, WELFARE, AND DEVELOPMENT

Introduction

The University of Montana’s success rests on the quality of its faculty, and in the past decade UM has been highly successful in recruiting and retaining motivated, creative, and productive faculty. Educational, research, and service responsibilities fall to all tenure-track faculty as well as to the majority of non-tenure-track faculty, and this required combination of scholarship and its application to real world problems has greatly enhanced the instructional content and quality offered to undergraduate and graduate students. This section will articulate the multiple attributes that characterize The University of Montana faculty, providing illustrative examples of faculty working across the arts, sciences, and humanities.

Three separate arrangements (two representing formal collective bargaining agreements) govern faculty roles, working conditions, and relationships to the University and the Board of Regents (BOR). These include the following (Exhibit RE 4-01):

1. The Collective Bargaining Agreement between the University Faculty Association (UFA) and the Montana University System (MUS) that pertains to faculty appointed to the rank of Instructor, Assistant Professor, Associate Professor, and Full Professor with appointments that are half-time or greater in academic units at the Missoula campus, excluding the College of Technology (COT) and the School of Law. This covers tenure-track faculty and many adjunct and visiting faculty members in these units, representing the majority of the Missoula campus faculty. The UFA Collective Bargaining Agreement (CBA, discussed in more detail in Standard 6: Governance and Administration) specifies many aspects of faculty rights, obligations, and working conditions.

2. The Collective Bargaining Agreement that pertains to COT faculty. This agreement is between all Vocational-Technical Educators of Montana, represented by the American Federation of Teachers/Montana Federation of Teachers/AFL-CIO and the Montana Board of Regents of Higher Education. The two bargaining agreements are broadly similar, with distinctions reflecting in large part the different missions of the Mountain campus and the COT campus.

3. A set of Law School and BOR policies that govern faculty in the School of Law.

In the following discussion of faculty issues at the Missoula campuses of The University of Montana, the awkwardness of referencing both agreements and all relevant policies has been avoided. The UFA CBA is referred to most frequently because it pertains to the majority of faculty at the University, with reference to separate COT and School of Law policies or practices only where distinctions are most relevant. Many specific issues addressed below that reference the UFA CBA (e.g., academic freedom, faculty evaluation, faculty development) are also covered in the COT CBA as well as in specific policies of the School of Law. All agreements have been reached in the context of Board of Regents and The University of Montana policies and procedures.
4.A.1: Faculty Selection, Quality, and Sufficiency

Since the quality of faculty is fundamental to the effectiveness of academic programs, The University of Montana has provided innovations in the past decade to ensure that its faculty is able to perform at the highest level. Faculty salaries for entry-level, tenure-track positions have risen to be competitive with peer institutions, and significant start-up packages for faculty, especially in the sciences, are now commonly offered to provide necessary laboratory facilities and graduate student support. Exhibit RD 4-02 provides data on faculty salaries and their comparison via College and University Professional Association for Human Resources (CUPA-HR) analysis with peer institutions.

The University of Montana’s tenured and tenure-track faculty number approximately 540. Exhibit RD 4-01 includes a table with UM faculty counts by multiple categories, including instructional faculty, full-time research faculty, and administrators. Approximately 430 non-tenure-track visiting, research, and adjunct faculty also support the University’s educational, research, and service missions.

Virtually all tenure-track and the vast majority of non-tenure-track faculty hold terminal degrees appropriate to their fields. Generally, faculty hold doctoral degrees, but some disciplines, such as the fine arts, recognize master’s degrees as terminal degrees. Standard 4 – Required Table 2 identifies the institutions from which UM faculty have received degrees. Approximately 10% of current tenure-track faculty received their terminal degrees from The University of Montana.

A high percentage of The University of Montana faculty members have established national and/or international reputations for scholarship in their field. As examples, Regents Professor Steven Running of the College of Forestry and Conservation shared in the 2007 Nobel Peace Prize for his lead authorship of one of the technical chapters of the Intergovernmental Panel on Climate Change (IPCC). Associate Professor Dan Reisenfeld from the Department of Physics and Astronomy helped design the Interstellar Boundary Explorer to map the edge of the solar system. Associate Professor Denise Dowling’s guidance in the School of Journalism’s Department of Radio-Television led students to create the documentary, Dear Mom, a poignant look at imprisoned mothers that was named “Best of Festival” at the Broadcast Education Association’s Festival of Media Arts. Each department within the University features faculty on their individual websites, and it takes only a short time to discover the impressive array of faculty talent across the spectrum of human inquiry.

Although The University of Montana finds itself well-positioned to continue high quality academic programs across campus, each unit continuously evaluates its academic offerings to identify potential gaps in capabilities and areas for improvement.

4.A.2: Faculty Participation in Planning and Governance

Appropriately, faculty participate fully in issues and decisions about academic planning, policies, procedures, and curriculum and program structure at The University of Montana. Academic planning and course development begin at the department level with proposals by individual faculty members and units. All academic units have a system of curricular study, review and revision, and enhancement, although the structure varies
among departments. In some small departments, these functions are conducted by the faculty acting as a committee of the whole. In others, department or program curriculum committees, undergraduate studies committees, graduate studies committees (or a combination of these) scrutinize issues and develop proposals or recommendations for consideration by the entire departmental faculty. Some levels of decision may be made by the committees on behalf of the faculty. Departments determine entrance criteria for their programs and establish rules and procedures in the context of University-wide regulations and procedures.

Faculty participation in academic planning and governance at the University level occurs formally through the Faculty Senate, as contractually determined by specifications in the CBA and several committees of the Faculty Senate. This topic is discussed in greater detail in Standard 6: Governance and Administration. The membership of the Faculty Senate is proportionally representative and democratically elected; members of the bargaining unit are eligible to serve, along with designated representation from the School of Law and the College of Technology. The President, Provost, associate provosts, other vice presidents, two students appointed by the Associated Students of The University of Montana (ASUM), and other academic officers selected by the President are members of the Faculty Senate without vote. They and other administrators may request invitations to present and discuss administrative proposals in areas of Faculty Senate responsibility. Matters of academic concern may be initiated by the Faculty Senate or by the President or other administrators representing him/her. These matters include the following (from CBA Section 7.100):

- Specific curricular changes submitted by the faculties of departments, units, and schools through the appropriate University committee;
- General requirements for various degrees, including honorary degrees and nomination of candidates for graduation;
- General requirements for admission and retention of students and guidelines for student recruitment;
- Development, curtailment, discontinuance, or reorganization of academic programs; and
- Issues that pertain to the academic affairs of the University and matters of critical concern about the welfare and administration of the University.

The agenda of the Faculty Senate is determined by a seven-member Executive Committee of the Senate (ECOS). Much of the study, review, and approval of course and academic program proposals is conducted by two key committees of the Faculty Senate. The Academic Standards and Curriculum Review Committee (ASCRC) comprises 12 faculty members appointed for staggered three-year terms by the President from a list nominated by ECOS; representatives of the Office of the Provost and the Registrar’s Office; and five students appointed by ASUM. The committee is charged with a continuing study of the academic standards and curriculum of the University; reviewing and recommending action to the Faculty Senate for all proposed alterations of the academic program; making recommendations to the senate regarding academic standards; and taking responsibility for the content of the University’s course catalog relative to these other responsibilities. The Graduate Council comprises 12 faculty members who participate in graduate programs and who are appointed for staggered three-year terms by the President from a list nominated by ECOS; the Associate Provost for Graduate Education; and two graduate students appointed by the Graduate Students Association. It
reviews graduate policies, programs, and curricula. Academic proposals made by the units are forwarded to either ASCRC or Graduate Council for review, necessary modification, and approval. These committees also consider broad issues pertinent to undergraduate or graduate programs, and formulate recommendations to the Senate. Senate approval is a required step in the sequence of reviews and approvals for academic proposals presented to the Board of Regents.

Additional standing committees number about 100. Although these committees are not exclusively staffed by faculty members, they “are typically composed of members from the faculty, staff, and student communities,” according to the University Committees website. Many of these committees deal with the management of campus, such as the Campus Recreation and Sports Committee and Parking Policy Committee. Others are specifically staffed by the Faculty Senate and guide numerous fundamental aspects of academic governance of the University and reflect key faculty participation in that function. The committees website includes current lists of members and the official charge for each committee. It makes clear not only the presence of faculty in nearly all of the committees but also the numerous committees in which faculty make up the majority of the membership. Some of the notable committees are as follows, with the number of faculty members on each committee in parentheses:

- Committee on Service (3): to conduct formal hearings in case of discharge for cause;
- Faculty Development Committee (9): to encourage faculty improvements, including review and recommend funding of proposals under several faculty development programs noted above;
- Faculty Elections Committee (4): to conduct Faculty Senate elections.
- Faculty Library Committee (8 of 10 committee members): to advise, consult with, and make proposals to the Dean of Libraries and the University administration in development of policies governing operation of the library; to review the library budget; and to submit a written evaluation to the Dean of Libraries and to the President with an annual written report on the Committee’s evaluation of the library;
- Unit Standards Committee (10): to monitor faculty evaluation procedures and review unit standards;
- University Appeals Committee (7): to hear appeals concerning faculty evaluation procedures and contract non-renewals;

In addition to participating in and overseeing academic planning and governance through these committees and bodies, faculty representatives serve on a diverse array of committees under the charge of various executive officers. These committees study and discuss issues and formulate recommendations that guide decision making and planning relative to numerous aspects of institutional life and functioning. Faculty representation on each of these committees is generally less than on committees of the Faculty Senate but is sufficient to ensure a strong faculty voice in these matters. Such committees collectively include more than 100 designated slots to be filled by faculty members. Representative committees and the executive officers whom they advise include the following. (The number of faculty members is in parentheses.)
• President: Strategic and Budget Planning Committee (6), Commencement Committee (8), Diversity Advisory Council (6), International Committee (8), Quality of Work Life Council (4), Fulbright Scholarship Committee (3)

• Provost and Vice President for Academic Affairs: Academic Court (4), Sabbatical Assignment Committee (6), UFA-Administration Committee (3)

• Vice President for Research and Development: Student Computer Fee Committee (3)

• Vice President for Administration and Finance: Administration and Finance Advisory Committee (4), Building Fee Advisory Committee (4), Committee on Campus Facilities (2), Classroom and Laboratory Renovation Committee (3), Inter-Units Benefits Committee

• Vice President for Student Affairs: Drug and Alcohol Advisory Committee (3), Scholarship and Financial Aid Committee (4), University Court (2)

• Legal Counsel: Student Complaint Committee – Graduate (3), Student Complaint Committee – Undergraduate (3), University Discrimination Grievance Committee (2)

In addition, faculty members participate in numerous committees and advisory boards within the schools and colleges. For example, most colleges and units have faculty boards and/or executive committees that assist the dean or the chair. And most programmatic divisions within a unit have a faculty board or section head to oversee such matters as new faculty progress, course offering schedules, and goals and outcomes of instruction.

Academic advising is a key component of faculty roles and responsibilities in all programs. University and faculty recognition of the fundamental importance of this role is underscored by reference to advising at several points in the CBA as a University-required component in all unit standards (including CBA Section 6.200: Academic Responsibility), and as a specific aspect of faculty effectiveness to be assessed by students during the faculty evaluation process. In addition, an Outstanding Faculty Advising Award is offered each year, along with distinguished scholar and teacher awards. Each award is accompanied by a monetary prize, usually $1,500.

4.A.3: Faculty Workloads

Reflective of this diverse institutional mission, faculty workloads incorporate expectations for undergraduate instruction, graduate education, research, scholarly, and creative accomplishment, and University, community, and professional service. The educational mission of some academic units focuses entirely on high quality baccalaureate programs. Others also incorporate master’s, specialist, and doctoral programs. The unit standards of all academic units include expectations for faculty research or other creative scholarship. Those expectations are generally greater, and are given stronger emphasis in faculty advancement and workload specifications, in units with graduate, and especially doctoral, programs.
Consistent with that variation, CBA Section 6.210 specifies that the teaching load is not expected to be identical within and among units, and that the assignments are made relative to the total activity of the faculty member (including research, scholarship, creative service and activity). Deans are formally responsible for assigning faculty teaching workloads, with consultation and input from the department chair and the unit faculty. The instructional portion of the workload is that judged to be sufficient to meet programmatic needs. Consequently, average in-class instructional assignments for tenure-track faculty range from 10 to 12 credits per academic year, or 8 to 15 credits per year for nontenurable faculty. Standard 4 – Required Table 1 provides a summary of the UM faculty database. Faculty effort in directing graduate and undergraduate research, independent study, or advising are not included in the above figures. Exhibit OSM 4-01 includes the table Academic Unit Data, Fall 2008 Comparison to Fall 2006, which provides a unit-by-unit comparison of workloads in FY 2006 and FY 2008.

The University has generally been able to maintain undergraduate and graduate student course offerings and programs at the same time that faculty-generated external funding and other measures of scholarly research and creativity have been growing rapidly. In addition, advisement and research mentoring of students have expanded, and service contributions have been sustained. This outcome suggests that faculty workloads reflect the mission and goals of the University. Faculty workloads represent a compromise among sometimes competing values and responsibilities, and periodically faculty members in many units find it difficult to meet all responsibilities. While many find time for professional development, growth, and renewal, expanding these opportunities remains an ongoing challenge.

Faculty workloads are a source of ongoing deliberations both within the University, and among the University, the Commissioner of Higher Education, and state government. The instructional activity of all members of the bargaining unit has continued to receive attention. During the period from 1999 to 2008, the total tenure-track faculty instructional FTE rose from 359 to 449. In that same period, student credit hours per tenure-track faculty FTE declined from 263 to 198. While it is unclear whether the drop is due to a decline in average class size or a reassignment of duties, it should be noted that student-faculty ratios have remained constant at 16 or 17 student FTE per one faculty FTE.
Likewise, the number of organized class sections per faculty FTE have remained relatively constant. Exhibit OSM 4-01 includes a table summarizing Academic Unit Data for FY 2000-FY 2009.

Service

Service activities of faculty include a broad array of contributions to the public and to the functioning of the University and academic units within the University, to professional societies and organizations, and to a number of other outside agencies and organizations. The CBA is explicit that service contributions are to be given consideration in any evaluation for purposes, including participation in professional organizations or societies and “professional service demonstrated by consulting or other outside work for agencies, communities, schools, etc.; serving on advisory boards; and serving on campus committees.”

Exhibit RE 4-09 contains two examples of service contributions of faculty and programs. There is a wide variety among units in the weighting given to service in faculty evaluation and advancement, as exemplified by the unit self-study reports. In some units (e.g., in the humanities), faculty have received merit awards largely on the basis of outstanding service contributions. In others (e.g., many of the sciences), service is rewarded and recognized but at a somewhat lower priority than research and teaching.

4.A.4: Faculty Salaries

For most faculty, salary policies are contractually determined and clearly defined in CBA Section 13.000. The separate policies and regulations of the School of Law and the College of Technology also define and regulate salaries and benefits. Minimum salaries for faculty at each rank (Instructor, Assistant Professor, Associate Professor, and Professor) are specified in the CBA for each of the years covered by the contract. For example, for the Academic Years 2005-06 and 2006-07 salary floors were $47,175 for Professors, $37,503 for Associate Professors, $30,054 for Assistant Professors, and $26,187 for Instructors. Fiscal year faculty floors, where applicable, are 1.22 times the academic year salary floors. Yet based on the effort and the considerable success of the University to recruit high quality faculty over the past decade, all tenure-track faculty members are well above the minimums. Initial salaries of new faculty members are negotiated with the department chair, dean, and/or Provost. Salary adjustments and procedures for salary raises are defined in the CBA. Most faculty receive a “normal” salary increase based on the outcome of the faculty evaluation process (see Section 4.A.5, Faculty Evaluation and Development). The percentage increase associated with a “normal” salary increase is defined in the CBA for each year of the contract. The CBA specifies procedures for faculty members to receive a less-than-normal salary increase but does not specify a percentage level of such increases.

A fixed merit award pool is allocated to compensate outstanding faculty performance. This pool is awarded to a fixed number of faculty ranked most highly by the Provost among those recommended for merit through the faculty evaluation process. In the current CBA, 80 merit awards are specified for each academic year (2009-10, 2010-11) at a dollar value of $2,500 each. Salary raises for promotion in rank are specified in the CBA. Awards for merit and promotion are added to the base salary. As a result of the contract negotiation and as specified in the CBA, a pool of funds is allocated for market
adjustments for faculty who receive offers of employment from other institutions or present compelling evidence of their marketability.

However, in recent years issues of salary inversion and compression have come to the fore. Inversion and compression are conditions where salary compensation for productive senior employees does not keep pace with market forces. Compression is the narrowing of salary differentials over time between junior and senior people in the same job, such that there is a relatively small difference in salary between employees regardless of their experience. Inversion is an extreme form of compression, and it refers to a condition where a new junior employee is hired at a market-based salary that exceeds that of an accomplished senior employee at the same or higher rank within the organization – for example, an Assistant Professor whose salary exceeds that of a productive Associate Professor.

In its 2007 Advisory Report to the Board of Regents, the Montana University System Recruitment and Retention Task Force identified that the conditions of inversion and compression “have a long term effect of inhibiting an employer’s ability to retain employees because these conditions are perceived as widely unfair.” A letter of understanding was signed in 2007 by representatives of the UFA and UM administration to consider jointly a practical solution to the problem and a report was prepared in early 2008. The report of the Special Joint Committee on Inversion, Compression, and Salary Floors noted that normal salary raises by UM faculty have not kept pace with a rising market in faculty salaries. At the Assistant Professor level, UM median salaries are comparable to other institutions (90.6%), but at the Professorial rank, UM median salaries are only 78.3% of our peers (based on the CUPA-HR National Faculty Salary Survey of 2006-07). Recommendations presented to retain our engaged, innovative, and committed faculty will save financial resources over the long-term and sustain the academic quality of The University of Montana (Exhibit OSM 4-02).

Given these constraints to address the pressures of the market, the University continues to attract and retain highly productive, energetic faculty. Certainly, some candidates turn down offers because of unsuccessful salary negotiations. In some searches, department chairs and deans choose to limit salary offers to faculty candidates to avoid morale issues related to inverting salaries of present faculty who are performing at high levels. In the sciences, academic deans and the Offices of the Provost and the Vice President for Research and Development have made significant investments in new faculty over the past decade by applying financial recoveries from research awards. These investments, usually as part of start-up packages, improve the attractiveness of offers to new faculty by adding tailored assets, such as laboratories, graduate research assistantships, and equipment to jumpstart an individual’s research program. Depending on the individual, these packages can exceed $100,000 and are often spread over two years. For example, a new forest ecologist with a doctorate was hired in the College of Forestry and Conservation with a $150,000 start-up to add existing laboratory facilities to advance his ongoing work. UM Policy 404.7iv is concerning spousal appointment and is implemented as circumstances and finances permit.
4.A.5: Faculty Evaluation and Development

The University of Montana provides for regular and systematic evaluation of faculty performance in order to ensure effectiveness in teaching, research and creative activities, and professional service. The University’s evaluation standards and procedures, set out in CBA Section 10.000, apply to tenured and tenure-track faculty and 0.5 FTE or higher adjunct and visiting faculty, excluding the School of Law and COT (the School of Law and the COT use faculty evaluation procedures similar to those used by faculty under the CBA). All of these evaluation standards and procedures are used for review and decisions regarding merit increments, less-than-normal performance, promotion, and tenure.

Each academic unit has adopted institutionally approved unit standards that set out evaluation standards and procedures more specific than those found in the CBA regarding teaching; advising; funded and other research, scholarship, and creative activities; and professional service to the University, community, and professional organizations. Unit standards for all departments can be viewed on the department records website, managed by the Office of the Provost. Expectations for faculty performance in the School of Law are specified in that unit’s Faculty Performance Standards. Quality and quantity expectations for teaching, research and creative activity, and service vary among disciplines, as can be seen in the different unit standards. These unit standards are reviewed and updated on a regular schedule. University standards are used in addition to unit standards for faculty evaluation – for example, CBA Section 10.110 specifies general expectations for promotion, tenure, and salary determination. Unit standards can contain more rigorous standards than the University standards, but unit standards may not conflict with or undercut University standards.

Full professors, pursuant to the CBA, are evaluated every three years on a three-year record unless they are candidates for a merit award or have received a recent less-than-normal performance evaluation. Associate professors are evaluated every two years, and assistant professors are evaluated every year. Adjunct and visiting faculty at 0.5 FTE or higher, including non-tenure-track research faculty, receive the same type of evaluation as tenured and tenure-track faculty. Less than 0.5 FTE adjunct faculty members are evaluated informally at the department level. Administrators outside of the bargaining unit who hold tenure in an academic unit and are not involved in teaching and research activities are not required to be, and normally choose not to be, evaluated pursuant to the CBA.

The CBA’s faculty evaluation process begins with the faculty member submitting an Individual Performance Record (IPR) to the academic unit’s Faculty Evaluation Committee (FEC), by October 15. The IPR can be of varying length and complexity depending on the nature of the evaluation to be conducted. Each unit’s FEC is constituted according to guidelines in the CBA and the pertinent unit standards. Therefore, the structure of an FEC can vary substantially from unit to unit. For example, the FEC for the relatively small Department of Political Science is made up of all tenured faculty members with the rank of Associate Professor and Full Professor, one of whom is selected as FEC chair. The FEC in the larger and more diverse Department of Modern and Classical Languages and Literatures consists of seven tenured or tenure-track members with at least one year of service who are elected by the entire faculty for terms of one year or two years and select their chair from among their number.
In another example, the Division of Biological Sciences has two programs (biochemistry/molecular biology, and organismal biology and ecology) and begins faculty evaluation in each of these programs with an FEC Subcommittee (SFEC) of all faculty members and a student. Each SFEC reviews and discusses the report of the Student Evaluation Committee and each faculty member’s IPR and sends its recommendation to the Division’s FEC. The FEC includes the directors of each program, an additional faculty member selected by and rotated among the programs, and a student observer. The FEC chair alternates annually among the program directors. The FEC prepares and sends to the Associate Dean, the head of the Division, its independent assessment of each faculty member’s performance.

Student participation in faculty evaluation is an important part of the process. Each FEC includes a student observer, as required by the CBA. The CBA also requires each academic unit to constitute a Student Evaluation Committee (SEC), which has three to seven student members and reviews each faculty member’s student evaluations of teaching and advising. A continuing issue regarding the SEC’s work is whether students can effectively balance negative and positive student feedback on the evaluation forms and provide helpful comments. The CBA gives each academic unit substantial discretion in designing or selecting the student evaluation form it uses.

As previously mentioned, the faculty evaluation process begins on October 15. The FEC carries out its work during the next 30 days. Besides reviewing the IPR and SEC report, the FEC, if permitted by the applicable unit standards, solicits comments from outside the academic unit and considers unsolicited materials if they are signed and shown to the faculty member. The FEC report – which makes recommendations concerning retention, promotion, salary, and tenure and suggestions about improving performance – goes to the department chair by November 15. The chair reviews the IPR, the SEC report, and the FEC report and any other documentation solicited and placed in the record with notice to the faculty member. The department chair then prepares an independent report and recommendation that goes to the dean by December 15. The dean reviews the material received from the unit and other documents solicited or received and placed in the record, writes an independent evaluation of each faculty member being reviewed, recommends concerning retention, salary increment, promotion, and tenure as applicable, ranks the faculty members recommended for merit increments (the CBA specifies the total number of merit increments to be awarded), and submits the evaluations and ranking to the Provost by February 15. The Provost’s decisions are based on the total evaluation record and communicated to each faculty member by April 25 (later in contract negotiation years – normally either May 15 or thirty days after ratification of the agreement, whichever is later). The Provost forwards recommendations for research faculty on an identical timeline.

Faculty members receive copies of the SEC report, FEC report, and department chair’s report to sign, thereby indicating they have read the evaluation. In most colleges and schools, faculty members are not informed of the dean’s rankings for merit increments. Deficiencies in performance that are identified in these reports are usually addressed by discussion among the faculty member, department chair, and dean. Remediation strategies have included temporarily changing a faculty member’s duties to allow more time to rectify a problem, locating financial support to allow the faculty member to gain new skills or knowledge, or reassigning a faculty member to another department.
Faculty can appeal the recommendations of the FEC, department chair, and dean to the University Appeals Committee within ten days of receipt of the relevant decision. The Appeals Committee evaluates only whether procedures were followed and standards applied fairly; it does not make an independent assessment of the merits of the evaluation decision in question. CBA Section 10.280 stipulates the following grounds for appeal:

1. A prejudicial procedural error, defect, or omission;
2. A recommendation not supported by evidence or lacking a rational basis;
3. A recommendation based on bias adversely affecting the judgment of the decision maker; or
4. A recommendation based on clearly impermissible factors.

The process just described has important strengths, the greatest being fairness and transparency. All concerned parties have ample opportunity for participation and comment. The University standards and unit standards are well known and subject to modification, respectively, through collective bargaining and departmental action. Effective safeguards are present in terms of multiple steps and an appeals process. Besides fairness and transparency, other critical values reflected in the process include academic freedom, academic responsibility, and faculty growth. Faculty members generally submit to and conduct the evaluation process collegially. They recognize it is important to their professional development and to the continued quality of academic programs. In many units, the evaluation process results in improved communication within the department about both faculty and program strengths and weaknesses. Many regard the opportunity for junior faculty to provide feedback on the performance of colleagues and programs especially healthy.

In the CBA that was in effect between 1993 and 1997, the issue of faculty workload was formally addressed for the first time. The incentive for the faculty was substantial salary increases for each of four years; the incentive for the administration was the union’s agreement to raise the faculty’s overall instructional workload by 20%. The new provision led to the requirement that each faculty member, in consultation with the chair and dean, arrive at a highly specific and quantified workload. Between 1993 and 1999, the instructional workload of tenure-track faculty in fact increased 20% (from 15.03 instructional credits per faculty member in 1992-1993 to 18.06 in 1998-1999). But the task of implementing the contract’s workload provision with empirical rigor, fairness, and consistency became so onerous that both the faculty union and the administration dropped the requirement of quantitatively determined faculty workloads in subsequent bargaining. Since 1997, then, the workload of an individual faculty member has been determined informally as described above. In general, the nature of workloads for individual faculty members have varied substantially between disciplines and program degree levels, but not substantially within a discipline or an academic unit.
CBA Section 6.210 now deals with workload as follows: “deans are responsible for assigning faculty teaching workload, subject to the approval of the Provost, giving consideration to the recommendations of the department chair. The instructional portion of the workload shall be that deemed sufficient to meet programmatic needs as determined by the dean in consultation with unit faculty. While it is not expected that the teaching portion of workloads be identical within and among units, assignments must be made relative to the total activity of faculty (including research, scholarship, creative activity, and service).”

Implementing this contract language with attention to the role, history, and culture of the different academic units has resulted in lower in-class instructional assignments for tenured and tenure-track faculty in units with doctoral programs and extensive research expectations, and higher in-class instructional assignments for tenured and tenure-track faculty in units primarily focused on baccalaureate programs. For example, after Anthropology added a doctoral program, between fall 2003 and fall 2007 teaching loads fell from five to four three-credit courses per year, and student credit hours per tenured/tenure-track faculty member dropped from 416 to 196. There is no reason to believe that the overall demands on a faculty member’s time have declined, given that each department determines how to factor professional service, advising, and supervising graduate theses and dissertations and undergraduate research projects and internships into the workload.

This variation in teaching loads is presented in Table 4-0, compiled by the Office of Planning, Budgeting, and Analysis (OPBA). The table shows “organized class sections” per tenured/tenure-track faculty FTE and “student credit hours” per tenured/tenure-track faculty FTE.
Table 4-01 – Representative Data on Workload per Faculty FTE: Fall 2007 Semester

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Organized Class Sections</th>
<th>Student Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>2.5</td>
<td>297</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>2.3</td>
<td>247</td>
</tr>
<tr>
<td>Biology</td>
<td>1.8</td>
<td>180</td>
</tr>
<tr>
<td>Geosciences</td>
<td>2.2</td>
<td>138</td>
</tr>
<tr>
<td>Economics</td>
<td>2.1</td>
<td>415</td>
</tr>
<tr>
<td>Sociology</td>
<td>2.0</td>
<td>294</td>
</tr>
<tr>
<td>English</td>
<td>2.6</td>
<td>161</td>
</tr>
<tr>
<td>Languages</td>
<td>2.5</td>
<td>219</td>
</tr>
<tr>
<td>Education and Human Sciences</td>
<td>2.5</td>
<td>208</td>
</tr>
<tr>
<td>Journalism</td>
<td>2.7</td>
<td>166</td>
</tr>
<tr>
<td>Law</td>
<td>2.5</td>
<td>156</td>
</tr>
<tr>
<td>Forestry and Conservation</td>
<td>2.2</td>
<td>164</td>
</tr>
<tr>
<td>Health Professions and Biomedical Sciences</td>
<td>2.7</td>
<td>153</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>5.1</td>
<td>239</td>
</tr>
</tbody>
</table>

The variation in faculty workloads across campus provides faculty members with the flexibility to work toward several goals: making academic programs accessible and efficient; increasing faculty-generated external funding; stimulating high quality faculty research, scholarship, creative activity, and professional service; and providing the conditions for high quality academic achievement by both undergraduate and graduate students.

4.A.6: Full-time Faculty Recruitment and Appointment

Needs for new faculty lines are identified through department-level discussion and deliberation, focused especially on instructional demands and strategic programmatic initiatives, but also taking into account research opportunities and University goals to enhance graduate education and sponsored activity. Requests for new tenure-track lines and for soft-money instructional positions are reviewed by the dean, considered in the context of overall needs and budget within the collegiate unit, and final decisions are made by the Provost based on input from the dean. Decisions are made by the Provost on the basis of factors such as available budget or need to respond to unusually pressing needs in another unit. In most instances, replacement positions are retained within the department, where faculty discussion and deliberation may redefine a position to best address strategic needs within the unit.

In a typical year, The University of Montana recruits to fill approximately 25 tenure-track faculty vacancies and a larger number of adjunct or visiting positions. Most tenure-track vacancies result from faculty retirements. Searches are governed by well structured and clearly communicated procedures that are overseen by the Director of Affirmative Action/Equal Opportunity and conducted in coordination with Human Resource Services. Searches require written authorization of the dean and the Provost. Approval includes identification of the funding source for the position.

Processes for each variety of recruitment, and the specific checklist for staff recruitments are located on the Human Resources Services website. The checklist ensures that
searches are conducted in compliance with the University’s written Affirmative Action Plan. This plan was established according to Executive Order 11246 and was certified by the Office of Federal Contract Compliance. The checklist defines procedures for searches such as the recruitment period, exceptions to open recruitment, and necessary components of a recruitment plan, including essential Equal Opportunity and Affirmative Action statements, recruitment sources, search committee composition, formalization of screening procedures, applicant notification, interviews, and hiring approval.

A separate policy, UM Policy 401.1, defines exceptions to normal search procedures, including affirmative action appointments, individuals named in grants and contracts, and acting administrative appointments. The policy also waives requirements for national searches for partial FTE/non-renewable administrative and academic positions. Such searches are conducted on a limited (local or regional) basis through establishment of a pool of qualified candidates who can be appointed and re-appointed to nontenurable and partial FTE positions. Policies for establishing such pools are well defined and specify the involvement of tenure-track faculty in the process. All of these policies are made readily available to faculty, department chairs, and others. Typically, the Director of Equal Opportunity/Affirmative Action meets with each search committee after the search has been authorized but before recruitment begins to explain procedures and requirements and to suggest recruitment strategies for traditionally underrepresented groups.

4.A.7: Academic Freedom

In its description of the Montana University System (MUS) in March 1990, the Board of Regents recognized that:

The community of scholars operates in an atmosphere conducive to free inquiry, unfettered exploration of the unknown, and honest examination of hypotheses and accepted bodies of knowledge. Moreover, the MUS affirms those commonly accepted principles of academic freedom that are hallmarks of American public higher education.

Academic freedom is safeguarded by BOR Policy 302, effective March 11, 1963, and updated and issued April 8, 2004; by UM Policy 101.4; by policies and procedures of the School of Law; and by the terms of CBA Section 6.100. Supporting policies are also referenced in Standard 9: Institutional Integrity, and in Exhibit RE 9-01. The language of the CBA explicitly recognizes and protects:

...full freedom of inquiry, teaching, research, discussion, study, publication, and, for artists, the creation and exhibition of works of art, without hindrance, restriction, equivocation, and/or Board or administration reprisal. This right extends to other facets of campus life to include the right of a faculty member to speak on general educational questions or about the administration and operation of his/her own unit and the Montana University System. The right of academic freedom shall be the right of every faculty member whether tenured or untenured.

The academic freedom policy, as stated in the CBA, recognizes that faculty members also are citizens and members of learned professions, and that faculty members expressing views as citizens shall be free from institutional censorship or discipline. The policy is
explicit that faculty members have an obligation, when acting as private citizens, to make it clear that they speak, write, and act as individuals and not as representatives of The University of Montana or the Montana University System.

BOR Policy 302 on Academic Freedom (issued April 8, 2004), though consistent with CBA Section 6.100, includes additional complementary and cautionary language. The BOR statement raises such issues as “research for pecuniary return,” the avoidance of “controversial matter [in the classroom] which has no relation to its subject,” and the awareness of a faculty member’s own public face. Immediately following Academic Freedom in the CBA is Academic Responsibility, Section 6.200. The language of this section in a sense tempers that of Academic Freedom. It outlines broad expectations for faculty as effective teachers with interests in student progress and welfare; as scholars who maintain breadth, depth, and currency of knowledge in their fields; and as members of the University who assist in the proper administration of University affairs by serving on committees, attending University functions, and engaging in public service in areas of professional competence.

Language protecting academic freedom also is typically a component of unit standards, and appears in other University policies as well. For example, one of the explicit goals for the Office of Technology Transfer at the University is to protect academic freedom: “The role of the University, its faculty, staff and students is not to run a business but to create and disseminate knowledge. Any conflict in that process that impinges on Academic Freedom is always resolved in its favor.”

Illustrative of the application of UM’s policies on academic freedom and responsibility was the invitation of by Stephen Walt to campus in September 2006 (Richard Drake, “On Being Called an Anti-Semite in Montana,” Academe (Sept-Oct 2007)). Walt, a political scientist at Harvard, co-wrote an article regarding the influence of the pro-Israel lobby on U.S. foreign policy in the Middle East. (London Review of Books, March 2006). Walt’s arrival in Missoula was anticipated with enormous anger and virulence among some of the faculty members. In addition to calling Walt a venomous anti-Semite and Holocaust denier, his detractors feared for the University’s reputation and demanded the speaker’s cancellation, or at least that a second speaker join the discussion to provide equilibrium. Although the negative reaction to Walt’s invitation and subsequently to his presentations on campus did not significantly abate, the University President, other administrators, faculty, students, and the public took ample opportunity through various media and fora to defend Walt’s presence and position. Though hardly unanimously accepted, the arguments not only of academic freedom but those of responsibility were adduced by the defendants. The open analysis and exchange, however contentious and unresolved, were maintained by the policies found in CBA Sections 6.100, 6.200, and BOR Policy 302.

4.A.8-4.A.10: Part-Time and Adjunct Faculty

BOR Policy 702.1: Appointment of Faculty identifies that “appointments to teaching, research, or other faculty positions of each campus of the Montana University System shall be identified as tenurable or nontenurable.” It goes on to clarify that “an appointment not specifically identified as tenurable is a nontenurable appointment.” Thus, for the remainder of these three sections on faculty standards addressing “part-time” or “adjunct” faculty, the terms tenurable and nontenurable will be applied, with a focus on the nontenurable appointments.
The University of Montana employs several categories of nontenurable faculty to fulfill its academic, research, and outreach missions. UM Policy 101.2\textsuperscript{xiii} sets out the titles, privileges, rights, and responsibilities of nontenurable faculty. There is no right of reappointment of any nontenurable appointment. Prior to initiating a search process to identify potential candidates for nontenurable appointments the appointing academic unit must first establish the need for such appointments and secure approval for them from the chair, dean, and Provost. Equal opportunity and non-discrimination procedures apply for all nontenurable appointments.

The categories within nontenurable faculty employees are as follows: (1) adjunct faculty; (2) visiting faculty; (3) lecturers; (4) research faculty; (4) faculty affiliates; (5) visiting scholars; and (6) international visiting scholars. Of particular interest are the following subsets of these categories: (a) adjunct faculty who teach within a specific discipline, either a single course or a few related courses on a one-time or recurring basis; (b) research faculty who fill programmatic roles that are long-term and are selected based on a national search; and (c) research faculty who are more short-term based on “soft-money” projects to complete discrete research tasks.

In all units, nontenurable faculty meet minimal degree requirements. In some cases the nontenurable faculty hold a master’s degree in fields where a doctorate is the terminal degree. Frequently, nontenurable faculty hold the terminal degree, often a doctorate.

Several departments across the University use adjunct faculty to supplement the teaching demands for heavily subscribed entry-level courses. This is particularly important in disciplines where small class sizes are essential to learning, in areas such as mathematics, communication studies, and foreign languages. These adjuncts are frequently highly trained, experienced teachers with master’s level degrees or higher. They also show a deep commitment to the educational attainment of their students. They are appreciated by tenureable faculty for their service, as they provide a foundation that allows tenureable faculty to concentrate on the expanding bodies of knowledge of their respective disciplines in more complex, upper-level courses. Academic units across campus that utilize nontenurable faculty have increasingly incorporated these individuals within faculty decision-making on curricular matters to ensure consistency, efficiency, and quality. Department unit standards typically specify the types of decisions for which nontenurable faculty members are awarded voting privileges.

Units contacted as part of this assessment all indicated that they pay careful attention to the hiring, orientation, supervision, and evaluation of nontenurable faculty, even though the methods and styles of selection and evaluation differ. For example, in the School of Music, performance ability is a selection criterion for adjuncts providing instruction. Required background for all nontenurable adjunct faculty commonly includes prior teaching experience. In the School of Business Administration, adjunct candidates must complete a teaching presentation such that their observed capacity in instruction is sufficient to meet classroom demands. Departments have generated well-articulated procedures to select candidates for short-term and low FTE instructional positions that periodically come available.

As research productivity of faculty across departments in The University of Montana has increased and financial support for these investigations has accelerated, additional research capacity has been sought by tenurable faculty via linkages to peers who serve as research faculty. Research faculty can fulfill long-term services and obligations of the
University as designated by the state legislature or executive, and they may fulfill responsibilities that are slightly different from tenurable faculty in their balance and distribution of teaching, research, and service. For example, the College of Forestry and Conservation hosts the State of Montana’s Institute for Tourism and Recreation Research, headed by a long-term, nontenurable research faculty member selected via a national search, whose duties focus on presenting high quality, up-to-date research on tourism activities, visitor attitudes, and visitor expenditures for state-level tourism planning. Research faculty frequently support their respective department’s instructional portfolio based on their specialized knowledge and skills, as they offer a valuable supplement to the courses offered by tenurable faculty. These long-term research faculty also present important opportunities for the University in attracting funding and graduate students, as well as demonstrate the University’s responsiveness to recognized public issues.

Research faculty members are also appointed on a short-term basis to fulfill special obligations of research grants. As the complexity of research increases with advancing knowledge, the contribution of specialists such as short-term research faculty allows for more thorough, integrated investigations. Short-term research faculty require access to libraries, laboratories, and other research facilities so that they can support their colleagues effectively, and these appointments provide the necessary standing within the University to fully participate in the University’s educational and research mission as well as refine their own knowledge and capabilities to propel them on a productive career trajectory.

The University of Montana revisits its tenurable and nontenurable faculty policies on a recurring basis. In addition to the periodic negotiation of the CBA, the aforementioned policies on nontenurable appointments have been fully examined and revised by the University administration and the Faculty Senate since the previous accreditation review of 2000. External factors such as the performance of endowment funds, the shifting levels of support due to state budgetary constraints, and the demands of an expanding student enrollment have highlighted the need for continued attention and analysis of the role and contribution of nontenurable faculty appointments.

4.B: SCHOLARSHIP, RESEARCH, AND ARTISTIC CREATION

Scholarship, research, and creative activities are at the core of faculty and student lives and academic programs at The University of Montana. Expectations are strong for faculty to engage in research and creative activity that results in published works, exhibitions, performances, and presentations. A deeply rooted belief at all levels within the University is that strong, active faculty scholarship is integral to the University’s ability to offer high quality educational programs. The University’s Mission Statements, for both the multi-campus University and The University of Montana-Missoula, refer explicitly to the centrality of research and creative activities in the University’s programs. The recently completed Academic Strategic Plan (Exhibit RE 1-01) identifies the aspiration that “UM will continue to grow as a research University with an entrepreneurial spirit and a major force in the evolution of Montana’s economy and culture.” One specific initiative in that report is to “create a coherent vision for research and creative activity across all Colleges and Professional Schools.”
A Brief History of UM Research

The Office of Research and Development at The University of Montana was formed July 1, 1968, when the position of Vice President for Research was created. This position was retitled several times over the years. In Fiscal Year 1976, a Director of Sponsored Program Administration was appointed prior to the hiring of an Associate Vice President for Research and Dean of the Graduate School. In 1990, this position became the Vice President for Research and Dean of the Graduate School. It was retitled in 1991 to the Associate Provost for Research and Economic Development and Dean of the Graduate School. In 1995, the position was retitled Vice President for Research and Economic Development. The title today is Vice President for Research and Development, and in 2007 the significance of the UM graduate program and its connection to research was elevated with the creation of the full-time Associate Provost for Graduate Education.

From 1968 to 1973, grant activity remained relatively level as reflected in the FY 1977 and FY 1985 volume figures, which were $4.2 million and $4.8 million, respectively. In 1984, the UM Office of Research Administration’s annual publication, Vision, reported that UM had 460 scholars working with some 8,000 undergraduates and 1,500 graduate students.

Another decade brought grant volume to $22.5 million in FY 1995. That year, 555 proposals were submitted and the University awarded 26 doctoral degrees. In 1994, The University of Montana was reclassified under the nationally-recognized Carnegie Classification, from a Doctoral I Institution to Doctoral II, more accurately reflecting the doctoral degree production. The statement of Strategic Directions for The University of Montana specifies the aim to “attain the Carnegie Commission status of High Research Doctoral (50 or more doctorates in at least 15 fields annually, and funded research over $100 million) by 2011. Research award and grant volumes, by academic unit, are shown for the last three years in Exhibit RD 4-05. Sponsored funding supports a variety of research-related projects, centers, and institutes across campus.

Table 4-02 – Grant Volume and Ph.D. Production: FY 2000-FY 2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditures</th>
<th>Grant Volume</th>
<th>Proposals Submitted</th>
<th>Ph.D.s Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>$32.3 M</td>
<td>$39 M</td>
<td>629</td>
<td>30</td>
</tr>
<tr>
<td>2001</td>
<td>$37.6 M</td>
<td>$48.2 M</td>
<td>665</td>
<td>27</td>
</tr>
<tr>
<td>2002</td>
<td>$42.4 M</td>
<td>$50.2 M</td>
<td>691</td>
<td>38</td>
</tr>
<tr>
<td>2003</td>
<td>$49.1 M</td>
<td>$60.9 M</td>
<td>742</td>
<td>33</td>
</tr>
<tr>
<td>2004</td>
<td>$55.6 M</td>
<td>$65.7 M</td>
<td>763</td>
<td>38</td>
</tr>
<tr>
<td>2005</td>
<td>$61.5 M</td>
<td>$68.7 M</td>
<td>782</td>
<td>60</td>
</tr>
<tr>
<td>2006</td>
<td>$60.1 M</td>
<td>$63 M</td>
<td>775</td>
<td>45</td>
</tr>
<tr>
<td>2007</td>
<td>$62 M</td>
<td>$58 M</td>
<td>796</td>
<td>40</td>
</tr>
<tr>
<td>2008</td>
<td>$62.3 M</td>
<td>$64 M</td>
<td>862</td>
<td>45</td>
</tr>
<tr>
<td>2009</td>
<td>$67 M</td>
<td>$71 M</td>
<td>763</td>
<td>44</td>
</tr>
</tbody>
</table>

The CBA specifies the role of being “a scholar” as an aspect of academic responsibility. The CBA also outlines University-wide expectations for scholarly and creative accomplishment that are to be reflected in all unit standards. Specifically, the CBA indicates that general activities that “shall be given consideration in any evaluation for
purposes of promotion, award of tenure, determination of salary increment, or recommendation for retention” should include: a) scholarly publication or creative works; b) participation in professional organizations or societies, receipt of awards in recognition of professional accomplishments, or speaking engagements related to one’s professional field; and c) research efforts related to grants, contracts, direction of student research, or professional research efforts incident to publication. For promotion to Full Professor, a faculty member must have the necessary level of performance as defined in the CBA and unit standards in teaching competence, scholarship, creative activity, and service. However, no faculty member may be promoted to Full Professor on the basis of teaching and service alone. Faculty standards for the College of Technology specify a variety of types of scholarly activity appropriate to the mission of that unit but rather different from those in other academic units at The University of Montana.

4.B.1: Faculty Scholarship, Research, and Artistic Creation

In accord with the University’s Mission and Vision Statements and expectation for scholarly contributions, many faculty members at The University of Montana are extremely productive scholars and researchers, and sustain a high level of engagement in research and creative scholarship. The level of success is amply documented in the exhibits of faculty curriculum vitae, departmental statements of the most significant recent artistic creations, scholarly activities and research, and in University publications such as *Vision and Research View* \(^{xvii}\), also available online. The Individual Performance Records that faculty members are required to produce each evaluation cycle must include information about research activity and usually include a vita with full grant and publication details. Combined, all those materials reflect a broad range of scholarly and creative contributions across all disciplines and units, a very high proportion of faculty who are active scholars, and the presence of numerous faculty members in many units who have attained national and international visibility as a result of their research, scholarly, and creative contributions. Faculty scholarship is disseminated and recognized through extensive publication of journal articles; semi-technical and popular publications; books and book chapters; reports and technical papers; artistic presentations and exhibitions; documentaries and broadcast productions; presentations at national, regional,
and local meetings and at other scholarly institutions; contributions to the functioning of governmental and other agencies; success in securing external funding; and research awards and recognition. Examples of representative and extraordinary scholarship and creative activity will be on display during the site visit (Exhibit RD 4-05).

Such successes clearly indicate sound and extensive faculty contributions to sustaining the University’s research and creative mission. Furthermore, they reflect a key aspect of academic quality - the ability of the University to deliver courses and instructional programs taught by faculty who are at the cutting edges of their disciplines. The scholarly, creative, and research activities and programs of faculty provide a critical base for the University’s diverse graduate programs by providing opportunities for students to learn content, methods, skills, values, and approaches of a discipline from faculty mentors and advisers who are leaders in their fields. Of course, funded scholarly/research programs provide direct financial and academic support to graduate students.

Current strategic plans include new academic programs at all levels (certificate through doctoral) and means of support in response to identified needs and opportunities. These specifically include:

- M.A. in Speech Pathology (2009)
- Ph.D. in Business (2009)
- Ph.D. in Western Studies (2010)
- D.A. in Audiology (2010)
- Ph.D. in Speech Pathology (2010)
- Ph.D. in Materials Science, joint with Montana Tech (2010)
- PhD in Systems Ecology (2011)
- P.S.M. (Professional Science Masters) in Water Resources (2011)
- Middle School Mathematics Education (2011)
- M.Ed. Special Education (2011)
- American Studies (2012)
- Ph.D. Creative Pulse (2013)

Included among the current academic priorities for The University of Montana is a goal to strengthen research at all levels and broaden the commitment to foster undergraduate research and creative activity. Opportunities for undergraduate students to participate in such activities are greatly enhanced by availability of vigorous faculty research programs and by the willingness of leading faculty to serve as mentors. The Davidson Honors College has placed a new emphasis on undergraduate research, and funds and coordinates a number of undergraduate research programs and opportunities. For the last seven years, UM has hosted an annual conference on Undergraduate Research, sponsored by the offices of the Vice President for Research and Development and the Provost. The UM Conference on Undergraduate Research (UMCUR) is a day-long conference offering opportunities for students from across campus to make poster presentations, research presentations, exhibits, and original creative works. The University is pleased to be hosting again the National Conference on Undergraduate Research (NCUR) in April 2010, a strong reflection of the commitment to integrate undergraduate research and creative accomplishment more fully into the academic fabric of the University. Approximately 100 University of Montana undergraduates will present the results of their research or creative activity at the conference, along with some 2,000 additional student participants from across the country.
There has been a tremendous increase in the attention and support given to research during the past decade. The creation of a number of centers, responsible to the Vice President for Research and Development is reflective of the University’s increasing commitment to research. Examples include the Montana Biotechnology Center, Center for the Rocky Mountain West, Flathead Lake Biological Station, Montana Cooperative Wildlife Unit, Montana Natural Heritage Program, Montana University System Water Center and the Montana University Rural Institute on Disabilities. The priority given to expanding research contributions and programs at the University and the success of faculty in supporting those efforts are reflected in the continued growth in external funding, which has doubled between 1999-2000 and 2008-2009. The top five recipients in 2008 were Andrij Holian, Center for Environmental Health Sciences ($3 million), Jerry Bromenshenk, Division of Biological Sciences ($2.9 million), Jack Stanford, Flathead Lake Biological Station ($2.8 million), Rick Hauer, Flathead Lake Biological Station ($2.4 million), and Mike Kavanaugh, Center for Structural and Functional Neuroscience ($1.9 million). Other notable initiatives include UM’s National Center for Landscape Fire Analysis, Center for Structural and Functional Neuroscience and Numerical Terradynamic Simulation Group. External funding is only one measure of research and scholarly activity, but it is a useful one for broad comparisons, and this increase indicates a significant expansion of research and scholarly programs and the success of faculty endeavors. While the University has access to few direct comparisons with other universities such as the Performance Indicators of the Association of American Universities, the Faculty Scholarly Productivity Index recently recognized the Forestry program as the third best in the country in 2006 and ranked the Wildlife Biology program seventh best in the nation in 2007. Of course, this expansion is accompanied by concern for how to achieve growth in externally funded research efforts without diluting undergraduate educational programs.

**TANGENTS TO THE OVAL...**

**SEEING FOREST ECOSYSTEMS WITH NEW EYES**

Diana Six, Professor of Forest Entomology and Pathology within the College of Forestry and Conservation, researches mountain pine beetles, and the fungi that act as their nutritional supplements. The recent impacts of pine beetles on western forests are unprecedented, and although the Forest Service and the public are concerned about this transformation, Six sees the native pine beetles like she sees fire — as a natural component of lodgepole pine forests. In that way, she focuses her research not on stopping the beetles, but on predicting where they will move next.

With multiple research grants already in progress to examine pine beetle behaviors in North American, Six is now pursuing a major grant from the National Science Foundation to collaborate with several African universities to study beetle symbiosis.

- Condensed article from Fall 09 Montanan
4.B.2: Institutional Policies and Procedures

The Office of Research and Sponsored Programs (ORSP) is responsible for distribution, revision, and oversight of a variety of policies governing research and creative activities. ORSP has developed a clear, easy-to-use website that directs faculty and staff to relevant research policies, and policies are available in hard copy format as well. Capable assistance is readily available to clarify, interpret, and understand applicability of policies to particular projects. Relevant policies and oversight procedure include the following:

- Institutional Review Board Guidelines and Procedures: policies and procedures governing use of human subjects;
- Institutional Biosafety Committee: policies and procedures on use of potential biohazards in research and instruction;
- Environmental Health and Risk Management: oversight of hazardous materials management, chemical hygiene and chemical/compressed gas safety, radiation safety, biological safety, respiratory protection program, and blood borne pathogen policy;
- Institutional Animal Care and Use Committee: policies and procedures for use and approval of animals in research and instruction;
- Misconduct in Science: procedures for alleged misconduct in research and creative activities that establishes an administrative inquiry and hearing process.

4.B.3: Faculty Role in Research Policies and Practices

Several of the policies that govern research and its oversight are structured to comply with federal requirements. Specific language and components must be present to meet those requirements. Within that context, policies are developed with extensive faculty input. An example is the Conflict of Interest and Financial Disclosure Policy, whereby all University faculty and full-time employees must annually disclose any potential conflicts of interest. The draft policy was discussed extensively by working groups of faculty as well as by the Faculty Senate to resolve concern about particular aspects of the policy language. Current compliance policies can be found online. All of the committees that oversee these policies and that make decisions about particular research proposals and projects in the context of these policies have significant faculty representation.

4.B.4: Administrative and Informational Resources

The substantial rise in research activity across campus and the ability to recover a portion of research funding through indirect cost recovery (ICR) have greatly enhanced available resources and subsequent research capacity. The ICR for the past ten years have been as follows:
Table 4-03 – Indirect Cost Recovery: FY 2000-FY 2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Indirect Costs Recovered (millions of dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>3.75</td>
</tr>
<tr>
<td>2001</td>
<td>4.71</td>
</tr>
<tr>
<td>2002</td>
<td>5.68</td>
</tr>
<tr>
<td>2003</td>
<td>6.68</td>
</tr>
<tr>
<td>2004</td>
<td>7.60</td>
</tr>
<tr>
<td>2005</td>
<td>8.00</td>
</tr>
<tr>
<td>2006</td>
<td>7.47</td>
</tr>
<tr>
<td>2007</td>
<td>7.93</td>
</tr>
<tr>
<td>2008</td>
<td>8.29</td>
</tr>
<tr>
<td>2009</td>
<td>8.82</td>
</tr>
</tbody>
</table>

State-based departmental and collegiate budgets typically contain only modest state funds to support faculty research and creativity. Therefore, University policy is to return 35% of ICRs to the academic unit of origin, to be used discretionarily in the support of research. The Vice President for Research and Development uses a portion of ICR funds generated by faculty to support start-up needs for new faculty, assist with bridge-funding for faculty between grants, assist departments with acquisition of shared-use equipment, or support emergency equipment repair or similar needs. Deans and other University administrators also are frequently asked to help fund such expenses, and they occasionally do, often from private funds or ICR funds at their disposal. Demands on these combined resources in most years far exceed the available budget, and recent budget rescissions have reduced some kinds of support for faculty research and development even further. A continuing concern voiced by many departments is that support for faculty and student research is inadequate.

The University has made substantial investments in computer and information technologies that advance research and scholarship as well as instruction. The advent of electronic access to major journals and the commitment of the library to University scholarship via subscriptions to major search engines for academic resources have vastly improved access to scholarly publications. Any loss of subscriptions to hard copy versions of journals has been more than offset by this increased capacity to acquire digital materials and continued access to the interlibrary loan system (see Standard 5: Library and Information Resources for more detailed information on library resources).

As stated, 35% of ICR funds are returned to the academic unit in which they were generated. Deans retain a portion of these funds to support research-related needs and requests prioritized at the collegiate level. In the College of Arts and Sciences (CAS), some of these funds have been used for modest support of scholarly activity in units that have limited opportunity to secure external funds. In CAS, however, the bulk of ICR funds are returned to the department in which they originated. Half of these funds typically are allocated to the individual faculty member, who uses them to support research needs (equipment or other equipment that are not allocable to a specific project, etc.). The remainder of departmentally allocated ICR monies typically is used to support a variety of departmental research needs or enhancements including participating in start-up needs for new faculty, equipment acquisition, repair, service contracts, seminar
Faculty initiative in pursuing and securing external funding from a wide array of sources has been instrumental in the growth of research capability. For example, the University has been able to achieve recent significant gains in research-oriented faculty and related support as a result of funds provided by a broad spectrum of competitive grants programs, gifts, and special, federally sponsored research initiatives such as the National Science Foundation’s EPSCoR program. Two examples of this last form of research commitment are the Large Rivers Ecosystems Program and the Computational Cyberinfrastructure Program. Despite significant gains, funds sometime remain inadequate to support many pressing research needs. Several specific issues recur: developing appropriate matching funds for many proposals is a significant challenge, and some otherwise highly competitive proposals have suffered as a result. Although the University has been able to create substantial start-up packages for several new faculty members in recent years, it has not been possible to meet needs in some fields. Institutional support for equipment upgrades or maintenance, facilities improvements, and other requirements to sustain research and scholarly activity could be improved. Many such needs are met through use of external project funds.

Through the benefits of an aggressive capital campaign that ran from 2005-2007, much of the campus infrastructure has been substantially upgraded. New buildings, steam tunnel improvements, and modernization remodels in many buildings have allowed far greater opportunity to conduct scholarly activity. The College of Health Professions and Biomedical Sciences recently completed a new building that houses its instructional programs and an expanding research program. A new building for the School of Journalism has placed state-of-the-art visual technologies at the fingertips of students and faculty. Not all programs have been able to see infrastructure upgrades, yet many current programs are successful despite space and facilities that are outdated. Space and facilities clearly are constraining future growth in a few areas. For example, some of the leading research units at the University, (College of Forestry and Conservation, Division of Biological Sciences) are experiencing especially severe space constraints. Although they have gained University and legislative approval for new buildings and are pursuing planning and fund-raising, new facilities are at least several years into the future. Sustaining growth of research and creative activities will require enhanced funding and new space.

4.B.5: Faculty Development

A sabbatical program, the only contractual faculty development program within the CBA, generally provides support for an average of 27 leaves each year. Sabbatical assignments may be granted for up to one-half of the regular contract period at full salary, or for the full academic year at three-quarters salary. Faculty members are eligible for sabbatical leave following six years of service on the faculty (sabbatical in seventh year); at least twelve semesters of full-time service are required between sabbaticals. Programs or projects which necessarily involve employment by an employer other than the University may not qualify for sabbatical assignment but may be approved as leave without pay. Faculty members are required to sign an agreement to return to full-time service with the University for a period equal to the length of the sabbatical or to refund the compensation paid to them by the University, unless this obligation is specifically waived by the
STANDARD FOUR: FACULTY

President or his/her designee. The sabbatical program is “funded” by a central pool, enabling departments to hire replacement instructors.

Faculty sabbatical activities may involve a variety of educational, research, and enrichment activities that contribute to professional development of the faculty member and show strong promise of future returns to University programs and students. Decisions on sabbatical leaves are made by the Provost on the basis of recommendations of the Committee on Sabbatical Assignments. The committee is guided by the following criteria (in order of priority):

1. Merit of proposed program, both for the faculty member and for the University;
2. The faculty member’s teaching and research performance, especially over the immediately preceding twelve semesters;
3. The anticipated value to the individual, to students, to the department, and to the University; and
4. The faculty member’s length of service with the University (with some weight given to longer service).

Although sabbatical leaves are awarded to faculty who propose activities focused on strengthening teaching capabilities, higher priority generally has been given to faculty with strong records of scholarly/research productivity whose sabbatical plans focus on research or on a blend of activities that will enhance both research and teaching capability.

As noted above, the CBA and all unit standards include components of expectation for research, scholarship, and artistic creation. The emphasis given to research and creative achievement in faculty evaluation, reward, and advancement varies among academic units at the University, according to such factors as the mission of the unit, the nature of the discipline, etc. In units supporting research-focused graduate programs at the master’s and doctoral levels, considerable emphasis is placed on research accomplishments without ignoring expectations for strong teaching performance. In such units, scholarly productivity in the form of multiple publications, grants, presentations, etc., is virtually an absolute requirement for a merit recommendation. Promotion (both to Associate Professor and Full Professor ranks) and tenure decisions in such units involve intense scrutiny of the record of scholarly productivity, and expectations of significant national visibility and impact of the scholarly work. In primarily baccalaureate units, where in-class teaching may represent a higher proportion of the workload, expectations for scholarly and/or creative productivity may be different, but they are present. Many faculty in such departments are extremely productive scholars, researchers, and artists, and are rewarded and recognized for their productivity. As mentioned above, no faculty member may be promoted to Full Professor on the basis of teaching and service alone.

In most units, teaching assignments are adjusted according to variation in other aspects of the faculty workload, including research and artistic creation. Some departments (e.g., Computer Science, Economics) have somewhat formalized paths that individual faculty members may follow, choosing to emphasize heavier teaching if the engagement in research or creative scholarship is low, or to emphasize a research path that is accompanied by a lighter teaching load. In many units, such adjustments in workload are made through informal consultation and planning of course assignments between the department chair (or dean) and the faculty member, a process that is aided and illuminated by feedback during the faculty evaluation process. In some instances, faculty
members whose research programs have waned voluntarily assume additional teaching, advising, or service activities to sustain their contributions to the program. All of these mechanisms adjust the allocation of faculty time, effort, and talent to optimize the combined research and teaching achievements of the unit. Such adjustments occur not only within departments but among departments within an academic unit, and are evident in relative teaching loads.

Several of the University-funded opportunities for faculty development and renewal provide strong support for activities that will enhance faculty capabilities in scholarship, research, and artistic creation, although in all but one instance not to the exclusion of instructionally related activities. The Faculty Development Committee solicits proposals from long-term faculty for the Faculty Professional Enhancement Program. Long-term is defined as tenured, tenure-track, adjunct, or visiting faculty who have been on contract at The University of Montana for two years or more and who anticipate being on contract during the project year. This solicitation is for proposals for the Instructional Development, Mini-Sabbatical, Visiting Scholar, and Short-Term Academic Enrichment Program. The programs are competitive and the maximum amount of funding per award is $1,500. The committee receives and reviews approximately 40 proposals per semester, with approximately $20,000 awarded annually.

- The Instructional Development Program is intended to help faculty members develop new courses, develop new pedagogical skills, or incorporate new technologies into teaching. Proposals might also include travel to a special seminar or workshop on instructional methods or sponsorship of a faculty development workshop or seminar series at UM.

- The Mini-Sabbatical Program offers faculty the opportunity to acquire new academic skills through travel off campus for a period of no less than five working days (excluding travel days) and up to one semester. For example, applicants are encouraged to work in a specialized laboratory, take courses at another university, work with a master artist or scholar, or undertake similar efforts of a professional nature.

- The purpose of the Visiting Scholar Program is to bring distinguished scholars to UM to conduct workshops or seminars, give guest lectures or performances, or otherwise work with UM faculty.

- The purpose of the Short-term Academic Enrichment Grant is to assist faculty members in research and creative activities on and off campus in areas that fall outside the other categories including include travel to present at conferences or workshops, sponsoring of a faculty research or seminar series at UM, or other research related projects.

Collectively, all of the competitive faculty development opportunities are funded centrally to the amount of $325,000, including the sabbatical replacement pool.

The Office of Research and Sponsored Programs assists faculty, as well as staff and graduate students, in their research and creative endeavors. This unit is responsible for coordinating and stimulating research and creative activity and contributes to the overall health of the University. ORSP staff members also assist with the preparation and
processing of proposals, including administrative review and signoff, negotiation of external agreements, and development of the proposal narrative and budget. Post-award responsibilities include institutional financial management of grants, contracts, and other externally funded agreements. All proposals that use the name and resources of The University of Montana, and that may result in an award to the University, must adhere to University procedures for submitting a proposal, accepting an award, and administering the project. ORSP oversees these processes.

ORSP staff assists with identifying potential sponsors for projects, and ORSP maintains a wide variety of current reference books, reports, directories, guidelines, and newsletters from federal, state, and private agencies that are useful for this purpose. The office continues to sponsor workshops for faculty and staff on proposal development, budgeting and cost practices, audits and pre- and post-award grant management that have been heavily attended and well-received. ORSP has a well-organized and effective email network for distributing program information, calls for proposals, and announcements of opportunity.

4.B.6: Sponsored Research and Externally Funded Programs

External funds that support research and creative activities are secured by faculty in a diverse array of programs, departments, colleges, and centers at the University. Programs sponsored by external funds sustain faculty scholarly activities; enhance research, educational, and training opportunities for undergraduate and graduate students; help build academic infrastructure that sustains both research and educational activities; and extend and apply University expertise and abilities to address problems in the state, region, and nation. Academic units with some of the most extensive external funds include many that are central to the core and profile of the University (e.g., environmental and natural resources areas, biological sciences, economic research and others) or that represent new strategic directions of the University (e.g., biomedical sciences, neurosciences, biotechnology). Some externally funded projects directly support enhancement of University educational programs. Others support research and collaboration between University personnel and external entities (government organizations, private industry, nonprofit/NGOs, etc.) in ways that promise and deliver benefit to local, state, and regional economic development. All of these programs and activities are strongly supportive of and consistent with the University’s mission and goals.

4.B.7: Academic Freedom

Principles and policies assuring academic freedom were discussed above. These apply fully to the freedom of faculty to pursue scholarship, research, and artistic creation, within the limits of safety, use of humans or animals in research, and conflict of interest policies noted above.
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WEBSITES REFERENCED

i UFA Collective Bargaining Agreement: http://www.umt.edu/provost/facultyinfo/docs/UFACBA.pdf

ii COT Faculty Collective Bargaining Agreement: http://www.umt.edu/provost/facultyinfo/docs/COTCBA.pdf

iii University Committees: http://www.umt.edu/committees/

iv UM Policy 404.7: http://www.umt.edu/Policies/400-HumanResources/spousalpartner.aspx

v Department Records (unit standards): http://www.umt.edu/provost/deptrecords/default.html

vi Human Resource Services Recruitment procedures, forms: http://www.umt.edu/hrs/recruitment.html


xi Office of Technology Transfer: http://www.umt.edu/research/techtransfer/default.aspx

xii BOR Policy 702.1: Appointment of Faculty: http://mus.edu/borpol/bor700/7021.htm

xiii UM Policy101.2: http://www.umt.edu/policies/100-AcademicAffairs/Non-TenurableAcadAppts.aspx


xv Strategic Directions for The University of Montana: http://www.umt.edu/president/strategic.aspx

xvi Projects, Centers, and Institutes: http://www.umt.edu/Centers/

xvii Research publications: http://www.umt.edu/research/VPRD/researchpubs/default.aspx

xviii Research Centers: http://www.umt.edu/research/VPRD/centers.aspx

xix Office of Research and Sponsored Programs: http://www.umt.edu/research/ORSP/default.aspx

xx Compliance policies: http://www.umt.edu/research/complianceinfo/default.aspx
Faculty Professional Enhancement Program:

http://www.umt.edu/provost/facultyinfo/FPEP.html
# STANDARD FIVE: LIBRARY AND INFORMATION RESOURCES

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STANDARD FIVE: LIBRARY AND INFORMATION RESOURCES

5.A: PURPOSE AND SCOPE

In The University of Montana organizational structure, the Maureen and Mike Mansfield Library provides the system support and the majority of collection resources to the system of affiliated campuses. The affiliated campus libraries include those of UM-Western in Dillon, Montana Tech of UM in Butte, UM-Helena College of Technology, and the Law Library on the Mountain campus in Missoula. Although the Law School follows a separate accreditation path, the Law Library’s recent self-study report is included in Exhibit RE 5-06. The library at the College of Technology (COT) is an extension of the Mansfield Library, so it reports to the Dean of Libraries. Other affiliated campus library directors have a dual reporting relationship to their institutions and the Dean of Libraries at the Mansfield Library. Financially, the affiliated campus libraries are independent and adhere to the processes and constraints of their respective campuses. This self-study addresses only the Mansfield Libraries of the Mountain and COT campuses.

The Mansfield Library recently developed a strategic plan (Exhibit OSM 5-01). The process was led by the Dean, and involved representative staff, librarians, and the Faculty Library Committee. The process began in 2007 and recently concluded with the adoption of the University’s Academic Strategic Plan (Exhibit RE 1-01). The library views its strategic plan as a dynamic decision-making guide for the coming years. Implementation is underway, and involves improving systems of communication and tracking progress.

5.A.1-5.A.2: Sufficiency of Information Resources, Services, Core Collection

The Mansfield Library on the Mountain campus is not only the largest of The University of Montana libraries, but also the largest in the state in terms of facility square footage, staff, and collection size. As a key library in the state, the Mansfield Library seeks to act in the interest of the greater good as well as in the interest of the affiliate campuses of the University. In this role, the Mansfield librarians are active participants in statewide committees led by the Montana State Library for the purposes of digital collection creation, preservation, and resource sharing. For the past three years, the UM Dean of the Libraries has represented the Montana University System as a commissioner for the Montana State Library.

The importance with which the Mansfield Library regards it role in support of the UM affiliated campuses is demonstrated through its leadership in advancing the use of technology to access collections, and resource sharing through licensing and services. Given the organizational structure, the Mansfield Library manages technology and resource building with the affiliated campuses as expected in a consortium. The Mansfield Library hosts and provides the technical support of the integrated library system using *Ex Libris Voyager*. Each campus contributes to the maintenance costs on a proportional basis. As the result of historical collaborative relationships, this system is also shared with one of Montana’s tribal colleges, Salish Kootenai College in Pablo, and
STANDARD FIVE: INFORMATION

with St. Patrick Hospital in Missoula. Much has been done to maximize the informational resources located on the Missoula campus by improving the library catalog as a database and by expanding electronic licensing agreements to include the affiliated campuses when additional costs are minimal.

The Mansfield Library has developed the expertise and acquired the equipment necessary to digitize unique collections when demand for the materials is high but access to the paper format is limited. The library has collaborated with the Montana State Library in support of a statewide digitization program and remains an active contributor to the development of the Montana Memory Project at the state library and on the university campuses. The Mansfield Library has funded this initiative through grant projects such as the digitization of both a tribal newspaper for the Confederated Salish and Kootenai Tribes and photographic collections for small historical societies.

The Mansfield Library has developed a central approach to data collections since 2004. The data are updated annually and summarized in a document called the Mansfield Library Trends and Directions (Exhibit RE 5-03). A committee of senior library staff is assigned to analyze the data and discern meaning and overall implications. This approach has been valuable and will receive even more emphasis in the coming years.

The University-wide challenges to sufficiently support ongoing programs while developing new services and technologies are shared by the library in every respect. Since the 2000 accreditation, the University has stabilized the collections budget by meeting the cost increases of inflation as indicated in Table 5-01. This effort of the campus has continued, even in the 2009 economic recession. The library has used these funds to negotiate better subscription rates over several years and to purchase journal packages that provide primary or supplementary materials in digital form. These collections help lay the foundation for the University’s aggressive strategies to increase graduate programs and expand its research capabilities.

Table 5-01 – Total Library Acquisition Allocations from FY 2004 to FY 2009

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocation</td>
<td>$2,673,741</td>
<td>$2,823,606</td>
<td>$3,102,270</td>
<td>$3,224,670</td>
<td>$3,450,396</td>
<td>$3,691,925</td>
</tr>
<tr>
<td>% Increase</td>
<td>6%</td>
<td>6%</td>
<td>9%</td>
<td>9%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Rescission</td>
<td>$10,241</td>
<td>$156,000</td>
<td>$156,000</td>
<td>$156,000</td>
<td>$156,000</td>
<td>$156,000</td>
</tr>
<tr>
<td>% Increase</td>
<td>5.5%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

The University’s Carnegie Foundation rating of Research University/High Research Activity requires depth and breadth in collection building, as well as services that support a variety of user types. As stated above, the collections budget was stabilized in 2000 with the addition of inflationary increases in legislative budgeting, referred to as “present law adjustment.” In 2009, the inflationary increases were dropped from the legislative budgeting and increases are now a budgeting action within the University. The library was fortunate to expand its collections budget for FY 2010 through the campus budgeting allocation, especially given the economic pressures most academic libraries are experiencing.
The sufficiency of the collections to support the curriculum and expand the research agenda has improved since 2002 with the addition of several broad-based databases and electronic journal packages. Nevertheless, the LibQUAL+ 2003 Survey and the LibQUAL+ 2006 Survey (Exhibit RE 5-06) each indicated a concern on the part of faculty and graduate students regarding access to the informational resources needed to complete their work. Starting in 2006, systematic assessments of the collection were instituted using OCLC’s Assessment Analysis in an effort to identify and communicate collections needs with every new program or degree offering. Exhibit RE 5-06 addresses the procedures and documents involved in collection assessment for new programs, including the assessment template and an example of a collection assessment report for a proposed degree program. Most of the assessments demonstrate sufficiency without the need for additional funds. The collection usage data follows national trends in that the printed monographic collection circulation is decreasing; 2008 circulation statistics are lower than those from 2004.

**Table 5-02 – Circulation of Materials (Table 10 of Trends and Directions)**

<table>
<thead>
<tr>
<th>Mansfield Library on the Mountain Campus</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total charges and renewals</td>
<td>139,659</td>
<td>124,848</td>
<td>118,867</td>
<td>117,980</td>
<td>130,350</td>
</tr>
<tr>
<td>Monograph charges and renewals</td>
<td>92,058</td>
<td>82,692</td>
<td>80,187</td>
<td>74,046</td>
<td>76,032</td>
</tr>
<tr>
<td>Print charges and renewals</td>
<td>98,066</td>
<td>88,126</td>
<td>85,765</td>
<td>78,628</td>
<td>80,042</td>
</tr>
<tr>
<td>Serials charges and renewals</td>
<td>5,775</td>
<td>5,249</td>
<td>5,367</td>
<td>4,374</td>
<td>3,812</td>
</tr>
<tr>
<td>Media charges and renewals</td>
<td>34,521</td>
<td>29,372</td>
<td>27,417</td>
<td>27,816</td>
<td>27,492</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mansfield Library at College of Technology</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total charges and renewals</td>
<td>4,459</td>
<td>4,289</td>
<td>5,630</td>
<td>5,083</td>
<td>4,327</td>
</tr>
<tr>
<td>Monograph charges and renewals</td>
<td>1,516</td>
<td>1,405</td>
<td>1,875</td>
<td>1,597</td>
<td>1,677</td>
</tr>
<tr>
<td>Print charges and renewals</td>
<td>2,312</td>
<td>2,230</td>
<td>2,659</td>
<td>2,239</td>
<td>2,208</td>
</tr>
<tr>
<td>Serials charges and renewals</td>
<td>796</td>
<td>825</td>
<td>784</td>
<td>642</td>
<td>531</td>
</tr>
<tr>
<td>Media charges and renewals</td>
<td>1,530</td>
<td>1,645</td>
<td>2,221</td>
<td>2,427</td>
<td>1,746</td>
</tr>
</tbody>
</table>

Interlibrary loan (ILL) user requests as well as materials requested by other libraries also decreased over this time period. Efforts are underway to investigate the general perception of a poor collection shown by the LibQUAL+ Survey, and to ameliorate the resulting low usage the library is experiencing.

The usage data for electronic resources are climbing as expected with the increase of content available in this manner. In 2008, a federated search tool, one capable of searching many databases or other online information depositories at once, was added to facilitate discovery, and contributed to an increased usage of all databases. In fact, usage increased 90% to well over four million uses. Work is underway with the vendor to further refine our data collection.
5.A.3: Nature and Location of Educational Programs

UM is home to a diverse graduate program, an established base of funded research, and the largest undergraduate population of the UM system of campuses. With this in mind, the Mansfield Library is continually reevaluating its services and collections to best meet the distinct needs of each group, demonstrated by a strategic goal to develop services and provide collections tailored to specific user types. The redesigned Mansfield Library website communicates differentiated services to each user type, expressed in a manner that each would find most useful.

Tailoring services and collections to user types is an ongoing process within the Mansfield Library which began with the introduction of the Learning Commons initiative in 2006 (Exhibit RE 5-05). In 2007, the library established both an Undergraduate Services Team and a Graduate Student and Faculty Services Team to determine the service and collection needs of each population. The teams were composed of staff and librarians of the Information and Research Services unit of the library. The library’s First Year Experience Librarian position was reframed as the Undergraduate Services Librarian and leader for the Undergraduate Services Team, with responsibility to represent the library in student orientation, support the Freshman Interest Group curriculum, and coordinate information literacy development for freshman coursework. Exhibit RE 5-06 includes the Mansfield Library Instruction Program: A Detailed Analysis, which provides a variety of data on library instruction. The programs developed for the freshman group of the Mountain campus are replicated at the COT campus, taking into consideration differences in staffing and academic schedule.

**TANGENTS TO THE OVAL…**

**FIRST YEAR READING EXPERIENCE**

In 2005, the University implemented the First Year Reading Experience with the goal of introducing students to the campus community, the rigors of academic life, and each other through a common reading experience. The program also invites participation from administrators, faculty, and staff. The author (or another distinguished speaker) is invited to campus to speak about the book. Some of the past authors have included Ahmed Rashid (*Taliban*), Seth Kantner (*Ordinary Wolves*), and, most recently, Andrew Sean Greer (*The Confessions of Max Tivoli*). Students can choose from a wide range of activities including panel presentations, films, book groups, and classroom discussions. A writing contest sponsored by the Office of the Provost encourages students to explore and reflect upon the many themes in the book.

*Image used with permission of the publisher.*
The initiative to develop what was the Information Commons into a broader based Learning Commons was launched by the Dean of Libraries upon her arrival in 2006, and is indicative of the continual search for more effective and relevant methods of fulfilling the library’s mission. This initiative provides a service framework to address the changing needs and habits of our students, and creates a physical environment conducive to collaborative work, small group instruction, and special expertise from librarians and campus tutors (Exhibit RE 5-05).

One component of the Learning Commons initiative to provide additional expertise to undergraduate users is the availability of tutoring at the Mansfield Library. Providing a facility for mathematics tutoring and increasing the availability of writing tutors began in 2008, and was opportunistic, as those programs were undergoing significant changes at the time the Mansfield Library was increasing its focus on user types. The tutoring programs have been successful in that their availability and location fit well with students’ patterns of study and use of the Mansfield Library, and as such the program contributes to the campus initiatives to increase student retention and success.

Table 5-03 – Student Participation in Mathematics Tutoring and Writing Center Sessions at the Mansfield Library (Table 6 of Trends and Directions)

<table>
<thead>
<tr>
<th>Student Service</th>
<th>FY 2008</th>
<th>FY 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Tutoring</td>
<td>2,471</td>
<td>2,849</td>
</tr>
<tr>
<td>Writing Center Consultations</td>
<td>718</td>
<td>1,096</td>
</tr>
</tbody>
</table>

The Research Team, which focuses on graduate students and faculty, launched a graduate student orientation in autumn 2008 that included the Associate Provost for Graduate Education. Data from that orientation identified the need for instructional services aimed at graduate student research and writing. As a result, the library presented a series of workshops in spring 2009 for graduate students and faculty members focusing on three key areas: research management tools, copyright issues, and current technological tools. In the initial year participants were few, but feedback was positive. The team will use the feedback to improve timing and presentation for the next round of workshops. Exhibit RE 5-06 includes a progress report for the Information and Research Services Team.

5.B: INFORMATION RESOURCES AND SERVICES

5.B.1: Materials Selection, Acquisition, and Organization

To ensure connection between library collections and curricular support, the library has a well-developed program of liaison librariansiv that support the academic departments, assist classroom instruction, and inform collection development. Each department appoints a faculty member library representativevi to serve as a contact with the library, primarily for collection development related to the department, but also to serve as a conduit for communication. Until 2007, the department library representatives were allocated funds to use at their discretion to select materials for their department, with the amount of funding based upon the size of the department and number of degree majors. The collection development activity under this model became uneven due to the variability of both the cost of materials by discipline and the interest and time commitment of the faculty members.
To balance the collection development effort while maintaining the engagement of the academic units and streamlining the acquisition process, the library introduced a new approval process to the Faculty Library Committee. In 2007, the library engaged the services of Yankee Book Peddler to work with the library and department liaisons to develop a comprehensive approval plan profile (Exhibit RE 5-11). The profile is reviewed at least annually to maintain curricular relevance, and by combining the approval plan procedure with individual orders for subjects and formats not covered in the plan, the library has systematized the process.

Since the last accreditation visit, the library has experienced periods of backlog in the organization of, and access to, new acquisitions. This inspired a concerted effort in 2004 to prioritize cataloging of material, which doubled the number of collection additions that year to 53,878. Since that time, newly purchased materials have included the vendors’ shelf-ready services to speed up the shelving process. The ongoing effort to keep journal and database collections up-to-date and accessible has been greatly facilitated by the rapid move to electronic resources. Nearly two-thirds of the 2009 collections budget was allocated to this area of acquisitions. Through the purchase of electronic journal packages and with the help of a stabilized collections budget with inflationary increases, the library has expanded its journal holdings dramatically, from 4,500 paper subscriptions to 25,000 subscriptions in both paper and electronic format.

While the migration to electronic format offers the benefit of convenient access, the challenges of managing contracts and discovery tools are growing. In 2007, the library purchased electronic resource management software from Serials Solutions as well as their federated search product called 360 Search. Both are now fully implemented and are expanding to include the statistical analysis package Counter to evaluate collection usage. A full-time position is devoted to support these products and to create usage reports from the resources.

The investment in technologies to support the digital library is made possible by a variety of funding sources. Student fees support the acquisition and replacement of technology used by students, and general funds provide replacement for faculty computers according to the UFA Collective Bargaining Agreement. A program of computer replacement on a three- or five-year cycle provides technology upgrades for faculty and staff computers as well as the publicly accessible computers.

Library computing capability for users has also expanded. Multimedia production equipment and software support the integration of media into student presentations. Two group study rooms have been equipped with notebook computers and projection equipment to support student collaborative work. Wireless access further facilitates the use of notebook computers anywhere in the building. Technical assistance is provided at a public service desk in the main reference area to answer questions and troubleshoot any access problems.
5.B.2: Independent and Effective Use of Resources

In every respect, the Mansfield Library has laid solid foundations in terms of services, instruction, technological access, and support. Additional discovery tools contribute to the independent and effective use of informational resources. These tools are regularly evaluated and improved as technology advances and the University’s academic focus changes.

As the library collection has become increasingly electronic, maintaining a website, federated search tools, and a virtual librarian that mirrors the on campus experience has been a priority. The redesigned library website caters to user types and assists the discovery of service and collections, primarily through tools like the federated search and interactive Library Guides. A complete list of Library Guides is included as Exhibit OSM 5-02. With the continued growth of UM’s distance education program, increased availability of electronic library services and collections is important as well.

5.B.3: Development and Management Policies

The Mansfield Library Policies are available online and are included in Exhibit RE 5-02. An intranet also provides library faculty and staff access to policies and best practices. Each policy undergoes periodic review, and due to changes in collection development and service approach, the library leadership undertook a complete policy review beginning in 2009.

Maureen and Mike Mansfield Statues in the Courtyard
5.B.4: Planning Opportunities for Faculty, Staff, and Students

Faculty, staff, and students participate in the development of plans and programs through formal means such as the Faculty Library Committee, which includes representation from student government and staff, as well as informal means. The Faculty Library Committee has been involved in such key projects as the development of the Learning Commons initiative and the library’s strategic plan. As an example of the inclusive nature of library planning processes, the library’s strategic plan was developed over the course of a year by a committee including library faculty and staff. The committee involved the full library staff through a series of meetings and made periodic reports to the Faculty Library Committee, inviting feedback from both groups.

Resource and service planning is guided by input from the University community through the many forms of assessment described in this self-study, specifically the LibQUAL+ Surveys and analysis of the instructional programs offered in the library (Exhibit RE 5-06). In addition, the library website supports a variety of informal methods for feedback such as the suggestion form, the comment area at the bottom of each of the library web pages, and the library weblog comment session. New resources under consideration are announced via the library website and feedback from users helps guide the selection process.

Communication of ongoing planning also prompts participation. The library reports ongoing change and planning via its website, campus newsletters, and through the liaison librarians who contact faculty and students for feedback on plans or changes that would affect their research and learning. The library staff provides an important conduit to library users and are regularly informed of all manner of library operations and services through monthly all staff meetings as well as electronic media.

5.B.5: Computing and Communications Services

A description of Information Technology infrastructure improvements since 1999 is included in Exhibit RE 5-05 and in Standard 8: Physical Resources.

The organizational structure for information technology on campus is centralized and administered by the Chief Information Technology Officer (CITO). The CITO is a member of the executive officers and has reported to the President since 2008, prior to which he reported to the Vice President for Research and Development.

The academic and research sectors of the University rely heavily on the Information Technology (IT) office for the development of the network infrastructure (both hardwire and wireless capacity), expanding the internet bandwidth in support of higher level computing needs on campus, and a host of presentation technologies. A specific division was created within the IT office to support academic needs, the Learning Spaces and Technology division. This division supports classroom technology, student accessible computer labs, and printing.

Overall, the last decade has seen a series of steps to build and upgrade the network infrastructure on campus to increase capacity, reliability, and access. Campus networking projects during the last decade have been completed in all buildings except those
scheduled for remodel or those with asbestos abatement issues. The networking project has expanded the capacity and access of the physical buildings but improved security measures with identity management tools for user access as well as the physical security of hardware.

As discussed in Standard 8: Physical Resources, The University of Montana network linkages to the state offices and other campuses were upgraded as part of a state-wide effort in 2009. Regional and national network links saw significant improvement with the completion of the Northern Tier Project, which opened the door for a variety of low cost links to educational and research networks such as Internet2.

While the hardwired network improvements are underway, the campus has steadily been expanding its wireless network. As of 2009, 100 access points had been established. All are secure and authenticated for the University community. The Mansfield Library was an early installation site and has wireless access throughout the building for the students, faculty, and staff authenticated on the network. A map of the wireless hotspots is located on the IT website.

5.C: FACILITIES AND ACCESS

5.C.1: Accessibility of Library and Information Resources

As the library collections become increasingly digital, access to resources has expanded to a 24-hour-per-day model. To take advantage of this model, students must have access to a computer. Anecdotal evidence suggests that a majority of UM students own computers, which agrees with national reports that 80% to 90% of college students own computers. Still, computer ownership is not an admissions requirement at UM. To provide access to students who do not own their own equipment, eight computer labs are available across campus, with the largest concentration of computers located in the Mansfield Library (Exhibit RE 5-13). An assessment of computer lab usage began in 2008 with the objective to better understand changing demand.

In 2006, to further increase access to information, the Mansfield Library switched to a seven-day-a-week operation and extended its hours to 2:00 a.m. during the fall and spring semesters. Hours for the Mansfield Library at the College of Technology have not expanded, but COT students have full access to resources on the Mountain campus. Hours are regularly assessed using gate count information to establish user demand. The communication of the hours is accomplished through publications on campus as well as on the library hours website. Given that hours are variable depending on the academic calendar, the website allows users to look up hours for specific days.

Remote access to the library’s more than 30,000 electronic journals and an equal number of electronic books is accomplished through the use of a proxy server with authentication. Access to information is supported by an active instructional program on campus with online tutorials and guides in every discipline.

Library facilities maintenance was an issue identified in the 2000 accreditation visit, but has since been addressed. In general, facility improvements are accomplished through each unit’s operational budget, salary savings, donor funding, and partnerships with units across campus to share costs. Large projects, such as the library re-carpeting in 2004, are
STANDARD FIVE: INFORMATION

legislatively budgeted as capital improvements. Since that particular project was not fully completed, and frayed carpet can be seen in parts of the library today, it remains on the University’s Long Range Building Program. Given the scarcity of state support for capital improvements, major upgrades in the mechanical infrastructure of the library building are slow in coming. In 2009, the library’s failing air conditioning system was replaced in a $1 million project that had been planned for a number of years.

Modernization or aesthetic changes in the library are largely funded by library financial resources that are not dedicated to collections. Since 2005, the library funded the remodeling of the service and staff area of Archive and Special Collections, and completed an earthquake bracing project in the stacks.

Looking forward, the creation of a Learning Commons on the library’s main floor is a priority for library fundraising efforts. An architect was contracted in 2008 to develop conceptual designs and cost estimations for a remodel of the entire third level, including an electrical infrastructure upgrade to better support the power requirements of the technology. The Learning Commons initiative received support from the UM Foundation Trustees and the Campus Development Committee as a campus priority. It will not only modernize library services, but also support the Partnering for Student Success student retention plan. With this institutional support, work is underway to identify a marketing consultant, create a steering committee, and launch a campaign for the Learning Commons initiative. Concurrent with this effort, the library is working with an interior design firm to establish a standard for general furnishings on all floors of the library. The color scheme and modern work spaces throughout the library will tie in with the expected changes in the Leaning Commons.

The Maureen and Mike Mansfield Library
5.D: PERSONNEL AND MANAGEMENT

5.D.1 - 5.D.2: Number and Qualifications of Faculty and Staff

Two persistent issues within the library have been retention of faculty and adequate staffing. The library staffing levels have been flat since 2000, with the sole exception of an increase in the support staff in conjunction with the library hours extension in 2006. A high turnover rate of 18% in the faculty ranks has been exacerbated by long recruitment periods.

Figure 5-01 Library Staffing Levels (FTE) from FY 2005 to FY 2009

Table 5-04 – Turnover Rates and Vacancy Savings (Table 2 of Trends and Directions)

<table>
<thead>
<tr>
<th></th>
<th>FY 2006</th>
<th>FY 2007</th>
<th>FY 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Turnover</td>
<td>18.75%</td>
<td>18.75%</td>
<td>6.25%</td>
</tr>
<tr>
<td>Staff/Professional</td>
<td>17.00%</td>
<td>22.00%</td>
<td>17.00%</td>
</tr>
<tr>
<td>Turnover</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacancy Savings</td>
<td>$116,616 (6.46%)</td>
<td>$185,378 (9.50%)</td>
<td>$186,851 (9.00%)</td>
</tr>
</tbody>
</table>

One key problem the Mansfield Library has faced is recruiting a replacement to head the Bibliographic Management Services Unit for cataloging and acquisitions. This manager position has been vacant for four years, and subject to two failed searches. In addition, during this period all faculty members in this unit have retired and been replaced. The unit is currently managed by a combination of Assistant Professors on interim assignments, staff councils, and the dean.

A second challenge is the level of experience among the library faculty. Of a possible faculty FTE of 20, only five are currently tenured. With the majority of faculty positions filled by Assistant Professors who are just entering a career and working toward tenure,
professional development has focused upon advancing expertise and providing opportunities for research and publication. Consequently, the pace of advancement in planning and program development is superseded by the professional development needs of the faculty and flexibility is limited in filling managerial positions on an interim basis from the faculty ranks.

The library’s strategy for addressing the staffing issues is focused on increasing the number of staff and retaining current faculty. Increasing faculty lines is difficult for a financially strapped University, so to improve faculty retention the library has aligned salaries for Assistant Professors with campus norms for that rank. The library used permanent salary savings with new funds from the Office of the Provost to accomplish a market adjustment for this group over FY 2009 and FY 2010. To maintain service levels in the face of the faculty vacancies, an adjunct faculty pool was established in 2007 using salary savings to fund the temporary positions. The adjuncts have provided additional reference and instructional support, while liberating tenure-track faculty members from desk responsibility as they pursue tenure and contribute to library management teams.

The temporary salary savings from vacancies and the permanent salary savings from replacing retiring faculty members at lower salary levels contribute to operational expenses of the library, especially the student assistant budget. The library has been able to financially support the student assistant workforce primarily from copy service revenue and salary savings. At this point in time, if the library were fully staffed, it would not be able to sustain the student workforce.

5.D.3: Collection Development and Management Policies

Collection development policies are overseen by the division head for collections and the librarian liaisons. Each fall, meetings are held between the liaison librarians and the faculty member library representative for each academic department to present the collections budget, review policy changes, and make face-to-face connections between librarians and departments. These meetings are also promoted by the Faculty Library Committee, the primary faculty advisory group (Exhibit RE 5-02).

5.D.4: Support of Institutional Mission and Goals

The complementary linkages between the library and the Information Technology Office are formally recognized by including library personnel on a variety of committees that involve instructional technology and website development, and informally realized through consultation between department personnel. The Dean of Libraries is a member of the Student Computer Fee Committee, which directs funding to all the academic units for computer labs, port charges, and student staffing in support of technology.

The Provost created the Academic Information Technology Committee (AITC) to further explore the interdependence of technology, instruction, and service. The AITC serves in an advisory role to the Provost and the CITO in the strategic development of instructional technology. The committee members include deans, systems administrators from the academic units, and the assistant information technology officer for Instructional Support Services. The Academic Information Technology Committee was charged with drafting a strategic plan for academic technology to be incorporated into the Academic
Strategic Plan (Exhibit RE 1-01). The AITC Strategic Plan calls for increasing classroom technology, introducing professional development programs to promote effective use of instructional technology, optimizing the use of the University’s learning management system, and evaluating the use of fees to support technology on campus (Exhibit OSM 5-03).

The Student Computer Fee Committee is conducting an examination of the ongoing need for general computer labs. Also under scrutiny is the formulaic method of allocating funds to the colleges and schools. The formula had been based on enrollment and the number of degrees offered in a unit, which may not accurately indicate the technology uses or needs for each discipline.

A specific concern for Academic Affairs has been a shortage of classrooms with instructional technology. In 2008, a classroom census demonstrated that fewer than 20% of classrooms had the basic equipment to project lecture notes or had a computer equipped to use the internet in the classroom. These needs have been met through a reservation and delivery service from IT, equipment purchase by the academic units, or in the case of new buildings, the purchase of state of the art equipment for classrooms within each new structure. Budgetary issues have been the primary cause of slow progress.

A renewed dedication to improving classroom technology has evolved from the AITC plan. In 2009, a seven-year project began to address classroom technology needs through a funding model including several revenue sources. This project funds a standard set up for classroom, establishes an equipment fund for replacements, and funds student employees for onsite support. The initial installation, including classrooms in the School of Law and 12 other classrooms, was completed during the summer of 2009. The prioritization of the classrooms and the evaluation of equipment are accomplished by a committee of faculty members and IT staff. The AITC is also evaluating Blackboard, the University’s current learning management system, as required by the State of Montana following 10 years of contracting.

5.D.5: Staff Involvement in Curriculum Development

Curricular changes at the program or degree level require analysis by the library and approval by the Dean. A standard methodology of collection analysis with peer library comparisons and financial impact review was established in 2006. With the exception of the introduction of new degree programs, the library collections have been sufficient to support new degree options, additional majors, and interdisciplinary degrees.

The liaison librarians communicate regularly with faculty member library representatives from each department about teaching, learning, and research needs of the departmental faculty, staff, and students. The library currently has a representative on the Academic Standards and Curriculum Review Committee (ASCRC). The Dean of Libraries’ review is required for curriculum changes that involve degree programs or new majors as outlined on the Office of the Provost Curriculum and Program Review website. In Academic Year 2007-08, the Faculty Senate Library Committee presented a resolution, adopted by the Faculty Senate, urging the administration to provide adequate funding for the library to support the needs of new programs and centers. Part of the resolution was to add space to the Level II Regential form (required for approving new programs and
centers) for a short “Library Impact Statement” by the Dean of Libraries. Proposals would be required to address the question: Are the resources included in the proposal sufficient to adequately support the new program’s library needs? The library conducts a systematic review to answer this question with respect to all new program proposals (Exhibit RE 5-06).

5.D.6: Sufficient Financial Support

Budget summaries for each fiscal year since 2000 are included in Exhibit RE 5-09. Financial support to sustain library collections has increased considerably since 2000. Since the interim accreditation visit in 2005, the library has received inflationary increases greater than 5% each year. In two instances, FY 2005 and FY 2007, funds were rescinded to meet University budgetary demands. Still, the collections budgets have continued to increase overall.

The stabilization of the collections funding has resulted in an impressive growth in the percentage of electronic resources and overall collections growth as seen in Table 5-05 comparing the data from FY 2000 to FY 2007.

Table 5-05 – Seven-Year Mansfield Library Collections Budget

<table>
<thead>
<tr>
<th></th>
<th>FY 2000</th>
<th>FY 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisitions Budget</td>
<td>$2.1 million</td>
<td>$3.3 million</td>
</tr>
<tr>
<td>Items Cataloged and Added</td>
<td>9,706</td>
<td>13,239 books; 3,257 media</td>
</tr>
<tr>
<td>Journal Subscriptions/ # Titles Accessible</td>
<td>4,500 paper</td>
<td>25,000 + electronic and paper</td>
</tr>
<tr>
<td>Electronic UM Dissertations</td>
<td>0</td>
<td>1,100 +</td>
</tr>
<tr>
<td>Electronic Books (Netlibrary, PsycBooks, Gale)</td>
<td>0</td>
<td>14,000 +</td>
</tr>
<tr>
<td>Government Document Catalog Records with URLs</td>
<td>0</td>
<td>50,000 +</td>
</tr>
</tbody>
</table>

Funding for replacement of computers for general use in the library is a flat amount of $34,000 per year, funded by the student computer fee. Additional student employee assistance for technology support is also made possible by this fee. Library faculty computers are replaced in a cycle negotiated in the UFA Collective Bargaining Agreement. Staff computers have been replaced with a combination of library operational funds and repurposing of faculty computers.

Beyond the collections budget, the library’s overall budget has not seen growth. Supplementary funds available from campus charged fees, the library’s salary savings that result from staff vacancies, donor funding, and revenue generating services (print center) enable the library to maintain its physical space and current equipment. Large scale infrastructure changes, such as the recent replacement of the heating, ventilation, and air conditioning (HVAC) system components, are accomplished through a priority setting process at the institutional level Long Range Building Program. Smaller remodels in the library have been accomplished through the entrepreneurial cumulating of funding sources.
5.E: PLANNING AND EVALUATION

5.E.1: Planning Involves Library Users, Staff, Faculty, Administrators

Central to the library planning process is the involvement of the faculty and students who are the primary customers. Two important paths for this involvement are the Faculty Library Committee and the liaison librarian model. The membership of the Faculty Library Committee goes beyond what the name would imply by including undergraduate and graduate student representatives. The liaison librarian program connects each of the library faculty members to a faculty member representative in the academic discipline to provide collection development and service support and serve as a conduit for ongoing communication.

An example of this planning model includes the Mansfield Library’s strategic planning process which involves the Faculty Library Committee’s feedback in its creation. As this plan is implemented, the liaison librarian program will be used to further engage faculty and students in plan assessment. As a recent example, the Learning Commons concept was initially developed with an architect who conducted conversations with the Faculty Library Committee and library staff. The design assessment was available for perusal and comment by anyone entering or exiting the library.

Collection development has included departmental representatives to inform them of collections budgets and uses. This included the change from a distributed acquisition model to the use of an approval plan in 2007. New database purchases often include trial periods where faculty representatives are asked to participate and provide feedback.

5.E.2: Management and Technical Linkage

The governance structures that address the development of information technology are primarily centered on the allocation of student fees that support the labs, enterprise software, and technology utilities. The Dean of Libraries is a member of a key committee that supports academic informational technology, the Student Computer Fee Committee. The Information Technology Office has an Instructional Support area to handle media production and distribution, and to develop the plan for and oversee classroom technology.

Ongoing evaluation and realignment of processes occur as needs change. A prime example is the current evaluation of the learning management system. The process to evaluate all possible systems, as well as the way each system is supported and developed, includes the evaluation of past linkages of support by the Information Technology Office to a hosted solution.
5.E.3: Quality, Adequacy, and Utilization of Information Resources

The Mansfield Library strives to integrate evaluation and assessment initiatives into all aspects of library operations. These efforts are coordinated by the Assessment Services Group, and provide insight into the perceptions and needs of library users, as well as reveal trends in collections, service delivery, instruction, and work efficiency.

Collection Assessment

Assessment of the library’s collections is done through regular reviews that utilize a variety of reports and tools: comparative benchmarks, approval plans, supplemental purchase of expenditure reports, books added versus used by subject classification, journals that had the most requested articles via interlibrary loan, bibliography comparisons, and vendor turn-away statistics. The data are used in curricular analysis for new programs, to adjust the approval of plans to address gaps, and to review database decisions for new subscriptions. A collection of the findings and reports generated are included in Exhibit RE 5-06.

Assessment Methods

The library’s assessment efforts take many forms, including formal surveys, trend analyses, and scholarly research. Through these initiatives, the library seeks to predict the needs of library users and inform decision making in all areas of library operations.

Assessment measures are collected using three primary methodologies:

- Statistics Central
  - Mansfield Library Trends and Directions
  - Database Usage
- Library Patron Observations/Comments/Suggestions/Feedback
  - LibQUAL+ surveys
  - Online Communication Links
  - User Studies Committee Projects
  - Library Instructional Feedback
- Scholarly Research Projects

Statistics Central

Statistics Central is designed to collect both basic and in-depth statistical information from all aspects of the Mansfield Library and serve as the library’s primary quantitative information repository. This central source provides statistical data that can be used for sharing, reporting, and decision making relative to library operations, personnel, materials, and services.

Statistics Central is based on NISO Z39.7-2004 Information Services and Use: Metrics and Statistics for Libraries and Information Providers – Data Dictionary (National Information Standards Organization™, approved October 6, 2004). This standard identifies categories for basic library statistical data reported at the national level and provides associated definitions of terms. In doing so, the standard addresses the following
areas: reporting unit and target population, human resources, collection resources, infrastructure, finances, and services. In addition, the standard identifies new measures associated with networked services, databases, and performance.

The goals of Statistics Central are:

- To make accessible all reported data for the purpose of sharing information among library personnel.
- To provide consistent, quantitative data in support of the reporting needs of the library.
- To provide consistent, quantitative data in support of decision making within the library.
- To foster an environment of assessment within the Library.

In addition to library data, Statistics Central provides links to institutional data resources, identifies peer institutions, and links to academic library trends and statistics provided by the Association of College and Research Libraries.

**Mansfield Library Trends and Directions**

Statistics Central data provide a consistent point of comparison for establishing patterns of use of collections and service points. As a result, the Assessment Services Group analyzes these data in an annually updated document, *Mansfield Library Trends and Directions*. This report supports strategic planning and operations management (Exhibit RE 5-03).

**Database Usage**

In an effort to provide 24-hour access for on-campus students, distance students, faculty members on sabbatical assignment, and faculty members doing fieldwork, a significant portion of the collection supports electronic resources that include indices and full text journals. Beginning in 2003, access to these resources has been documented through a point-and-click counter methodology used widely by academic libraries. It provides a consistent data element for identifying use patterns and trends. It also serves to document the change in use patterns since federated searching capability was implemented in July, 2007. The ability for users to search across a suite of databases caused changes in use patterns that were easily identified in this data set.

**Library Patron Feedback**

Library patron information is critical to the service mission of the library and is gathered through multiple inputs of formal surveys, structured feedback assessment forms for library instruction, online communication opportunities, and targeted user studies.
**LibQUAL+ Surveys: 2003, 2006, 2009**

The LibQUAL+ Survey, sponsored by the Association of Research Libraries, provides a reliable instrument that academic libraries can use to assess services and resources. The findings are reported on the library website and in Exhibit RE 5-06. Along with other standardized surveys, it includes faculty and staff as primary library users. The Library received feedback from these formal surveys and used it to implement modifications, which are outlined on the library’s assessment website.

**Library Patron Observations/Comments/Suggestions/Feedback**

Library patrons are encouraged to both provide suggestions for library services and request assistance using online forms. Feedback or questions can be submitted via the suggestion form, email reference service, and instant messaging. Responses to the instant messaging service are completed within minutes, while responses to the other forms are completed within 24 hours.

Using categories established in the LibQUAL+ Surveys, all user messages received through online links are captured using a Microsoft Access database and analyzed by category. Analyses of these comments are included as part of the Mansfield Library Trends and Directions document and provide a basis for identifying areas of concern, success, and trends among users.

In addition, project-specific feedback is requested from library patrons through feedback forms, communications with department faculty via liaison librarians, and from the Association of Students of The University of Montana (ASUM) and campus committees.

**The User Studies Committee**

Created in response to faculty discussions on design thinking and the growth of ethnographic and qualitative studies within libraries, the ad hoc User Studies Committee explores and documents the research and library use behaviors, as well as perceptions held about the Mansfield Library by its primary patrons. Central to this charge is the process of discovery and of making unarticulated knowledge explicit: to expose and document user behaviors and perceptions (e.g., habits, processes, and mental models) for the potential benefit of service designers and, in some cases, the UM community members themselves.

The User Studies Committee develops and conducts research to supplement the quantitative findings of the Assessment Services Group and the University in pursuit of library goals. The committee builds and maintains a knowledge base of findings on users and communicates those findings both internally and externally. The committee also reports on studies in progress and brings any requested quantitative data (demographics and psychographics) to the Assessment Services Group.

The goals of this committee are to:

- Identify and document current qualitative knowledge of UM community members’ research behaviors, library use behaviors, and library perceptions.
- Develop recommendations for studies needed.
- Design and develop user studies to inform the design of library services in line with library goals.
- Investigate best practices for user studies and facilitate the sharing of these practices for implementation across user study projects.

This group is completing a usability study of the new Mansfield Library website implemented in December 2008 and has completed a study regarding library patron notebook computer usage during the Spring 2009 Semester.

**Library Instruction Assessment**

Assessment is the basis of student-centered learning and teaching and should be a cornerstone of an effective library instruction program. In fact, it is particularly important that libraries integrate assessment into their instruction since much of that instruction occurs within the framework of credit classes offered by non-library teaching faculty. Importantly, the National Survey of Student Engagement (NSSE) annually measures undergraduate “participation in programs and activities that institutions provide for their learning and personal development” (Kuh, 2000). NSSE measures mesh well with the research instruction provided as part of the library instruction program that seeks to create information-literate students who know how to find, evaluate, and use information effectively.

Multiple levels of assessment are integrated into the library instruction program, and these data are used to implement changes within the program, improve pedagogy for library teaching faculty, substantiate the value of information fluency in the institution, and corroborate the combined mission of the academic library. These multiple levels of assessment create a culture of continuous improvement for the library instruction program.

**Online Instruction Feedback Forms**

Online assessment of each library research instruction session has been refined each year since its inception in 1999 to enhance teaching effectiveness and explore student learning. Now standardized to reflect the important elements of library sessions that are usually integrated within a credit class, online assessment solicits feedback from the students enrolled and the teaching faculty. This multi-level feedback includes multiple-choice responses and an opportunity to provide written entries. Once submitted, the feedback is immediately available to library teaching faculty for review. Faculty can then incorporate responses to provide effective teaching and learning experiences and include aggregate data into their teaching portfolios. Analysis at the program level provides an effective indicator of trends across the curriculum. In FY 2008, over 750 feedback forms were analyzed at the program level.

**Standard Statistical Data**

Success of the library instruction program is also documented by its outreach to students and department faculty across the campus. As seen in the progress report for the Information and Research Services Team (Exhibit RE 5-06), the data reflect a growing program at both the lower-division undergraduate level and at the upper-division undergraduate and graduate student levels. In FY 2008, librarians taught or designed
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instructional components for 445 curriculum-integrated research sessions in departments across the disciplines, reaching over 10,000 students.

Teaching Portfolios

Another instructional assessment methodology is teaching portfolios. The library teaching faculty is encouraged to create individual teaching portfolios that build on assessment data and demonstrate the effectiveness of their instruction sessions. A teaching portfolio represents the efforts of faculty members to improve their pedagogy, develop their expertise, and seek student input to determine the effectiveness of their classroom teaching. Portfolios are a self-reflective method of assessment.

Peer Review of Teaching

The goal of the Mansfield Library’s Peer Review of Teaching (PROT) program is to foster good teaching within the unique framework of the information literacy curriculum. A carefully crafted PROT program inspires junior faculty members to explore their teaching potential, invigorates senior faculty members through their involvement in dynamic dialog, and encourages mentoring by all participants. It builds on the strengths of colleagues, delivers a high-quality student-centered service, and fosters an environment committed to instructional improvement and professional growth.

Scholarly Research

Assessment also occurs as part of scholarly applied research completed by library faculty. These findings are published in peer-reviewed journals and presented as sessions or posters at national and regional conferences. The findings are based on carefully crafted studies or surveys conducted at the Mansfield Library and provide an excellent source of information for assessing the quality and direction of services within the library and can be extrapolated for potential application to other academic libraries. Examples include a survey of users of government documents, an analysis of the promotion and use of diversity-related media, examinations of library instruction to undergraduate students, and peer review of teaching. All of these studies are detailed in library faculty vitae (Exhibit RE 5-10).
WEBSITES REFERENCED

i Faculty Library Committee:  
http://www.umt.edu/facultysenate/committees/faclibrary/default.aspx

ii LibQUAL+ Survey: http://www.lib.umt.edu/assessment/#LibQUAL

iii Mansfield Library website: http://www.lib.umt.edu/default.php

iv Liaison Librarians by Department: http://www.lib.umt.edu/integratedinstruction/#instructors

v Faculty Member Library Representatives by Department: http://www.lib.umt.edu/node/129

vi UFA Collective Bargaining Agreement:  
http://www.umt.edu/provost/facultyinfo/docs/UFACBA.pdf

vii Library Guides: http://libguides.lib.umt.edu/index.php

viii Mansfield Library Policies: http://www.lib.umt.edu/policies

ix Online Library Suggestion Form: http://forms.lib.umt.edu/forms/suggest/suggestform.htm

x Information Technology Organization and Structure: http://www.umt.edu/it/itorg/default.aspx

xi Information Technology website: http://www.umt.edu/it/default.aspx

xii Learning Spaces and Technology website: http://www.umt.edu/it/learning/default.aspx

xiii Map of Wireless Hotspots: http://www.umt.edu/it/wireless/accesslocations-map.aspx

xiv Mansfield Library Hours of Operation website: http://www.lib.umt.edu/hours

xv Partnering for Student Success plan: http://www.umt.edu/partnering/default.aspx

xvi Student Computer Fee Committee: http://www.umt.edu/committees/studentcompfee.aspx

xvii Academic Information Technology Committee:  
http://www.umt.edu/committees/academicit.aspx

xviii Academic Standards and Curriculum Review Committee:  
http://www.umt.edu/facultysenate/committees/ASCRC/default.aspx

xix National Information Standards Organization: http://www.niso.org/dictionary/

xx Library Assessment website: http://www.lib.umt.edu/assessment
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STANDARD SIX: GOVERNANCE AND ADMINISTRATION

OVERVIEW OF THE GOVERNANCE SYSTEM

Laws, Policies, and Procedures that Define the Governance System

By constitutional mandate, the Montana Board of Regents of Higher Education (BOR) holds full power, responsibility, and authority to supervise, coordinate, manage, and control the Montana University System. In addition to The University of Montana campuses and the Montana State University campuses, the Board of Regents exercises oversight of Montana’s three non-tribal community colleges: Miles Community College in Miles City, Dawson Community College in Glendive, and Flathead Valley Community College in Kalispell. The role of the Board of Regents in the Montana University System governance is spelled out in several places:

• The Bylaws of the Montana Board of Regents of Higher Education includes the mission and purpose of the Montana Board of Regents and outlines the relationship of the BOR to the Montana University System (Exhibit RE 6-01);

• The Board of Regents Policy and Procedures Manual further defines the roles and responsibilities of the BOR and the Commissioner (Exhibit RE 6-02); and

• Board of Regents Code of Expectations outlines a set of shared expectations. These expectations were developed by the Board of Regents and set the standards of behavior expected of all Regents (Exhibit RD 6-01).

• Montana Codes Annotated, Title 20, Chapter 25 specifically defines the scope, duties and role of the Montana Board of Regents of Higher Education. In addition, these statutes delegate substantial authority to the presidents of both Montana State University (MSU-Bozeman) and The University of Montana (UM-Missoula) (Exhibit RE 6-07).

• The University of Montana Policy Manual includes policies and procedures that define the governance of UM, including the authority, responsibilities, and relationships among and between the administrators, faculty, staff, and students (Exhibit RE 6-03).

Governance Structure

The Board of Regents appoints a Commissioner of Higher Education who serves as the chief executive officer of the Montana University System (MUS). The Commissioner executes, administers, and implements BOR policies and is responsible to the Board of Regents. The Commissioner is the supervisory link between the BOR and the governance and administrative units of the individual campuses. The Duties of the Commissioner of Higher Education are defined in Board of Regents Policy 204.3, Exhibit RE 6-07. See this exhibit also for an organizational chart for the Office of Higher Education.
The President of The University of Montana is appointed by the Board of Regents and is directly responsible and accountable to the Commissioner of Higher Education. The duties of the President are specified in Board of Regents Policy 205.2\textsuperscript{iii} (Exhibit RE 6-04). The President of UM-Missoula has oversight responsibilities for Montana Tech of UM, UM-Western, and the UM-Helena College of Technology. In addition, this role supervises both chancellors of Montana Tech and UM-Western and the dean of the UM-Helena College of Technology.

At the campus level, the chief executive officer is the President of The University of Montana. As the President, he directly supervises the following:

- Provost and Vice President for Academic Affairs
- Vice President for Administration and Finance
- Vice President for Research and Development
- Vice President for Student Affairs
- University Executive Vice President
- Chief Information Technology Officer

The President oversees the offices of:

- Alumni Relations
- Legal Counsel
- Intercollegiate Athletics
- Internal Audit
- Equal Opportunity/Affirmation Action

The President also has a consultative relationship with:

- The University of Montana Foundation
- Faculty and Staff Senates
- The Associated Students of The University of Montana (ASUM)
- Graduate Student Association

The above reporting relationships are outlined in The University of Montana Organizational Chart (Exhibit RD 6-02).

**Inclusive, Responsible Governance**

The University’s leadership encourages board members, administrators, faculty, staff, students and the public to actively participate in the governance of UM. This commitment is reflected in the President’s statement of goals and objectives\textsuperscript{ix} that are sent to the Commissioner of Higher Education each year. As mentioned above, the BOR bylaws and policies and The University of Montana’s policy and procedure manual promote understanding of governance systems for both the Montana University System and the University. The following are further examples of efforts taken to inform and engage the campus community in the governance of this campus:

- HRS Policy Spotlights are presented by the Human Resource Services department to ensure understanding of human resource policies and procedures.
• New Employee Orientation and New Faculty Orientation include specific training regarding the governance system at UM.

• Office of Planning, Budgeting and Analysis (OPBA) and the Office of the Provost, working with a team from across the campus, presents a series of budget training sessions for deans, directors, chairs and department fiscal officers who are charged with budget responsibilities. Each session addresses specific topics and is targeted to an appropriate audience.

• Office of Legal Counsel ensures that online and classroom-based training are completed on conflict of interest policies.

Communication plans are completed on new policies to ensure that the campus community is informed of new expectations. For example, when the Montana Legislature passed a law requiring employers to provide appropriate, private places to breastfeed, a diverse committee of managers, staff, faculty, and public health officials met to design a policy, procedure, and resources to be in compliance. (Exhibit OSM 6-03). The outcome was an innovative approach that was emulated by other regional employers.

The University Staff Ambassadors (USA) Program provides classified staff members the opportunity to learn about all of the divisions of The University of Montana and promote a better understanding by staff as to the value of their role within the University and their contribution towards the larger community UM serves. USA also fosters increased communication across departments and divisions by creating a bond among the members of each group as they learn about the departments and functions each perform.

There is a commitment to complete annual evaluations of all executive officers, deans, chairs, directors, and supervisors and classified staff. Through this process, expectations are outlined regarding how employees can successfully support the governance of The University of Montana.

Collaborative Governance

From top leadership to front line employees, there is a core expectation that constituency based committees will be used and/or developed to solve system-wide challenges at The University of Montana. This core value is part of the culture of this campus and designed into the governance systems. University committees serve a wide variety of governance functions at The University of Montana and vary in terms of their mission and membership. The President’s website contains a list of UM Committees (Exhibit RE 6-10). Many committees serve in a long-term advisory capacity while others convene for a short time to focus on clearly identified tasks. Committees typically comprise members from the faculty, staff, and student communities and representatives from both the Faculty and Staff Senates as well as ASUM. Each of these entities nominates individuals to serve and forwards their nominees to the appropriate individual for final selection. For further discussion on the importance of collaboration in the governance of The University, refer to the section titled Faculty, Staff, and Student Role in Governance later in this document.
Faculty, student, and staff constituencies at The University of Montana in Missoula are individually represented in the governance system by separate representative deliberative bodies, including the Faculty Senate, ASUM; Graduate Student Association, Staff Senate, and by several unions and organizations that represent faculty and staff for collective bargaining purposes. These entities are respected and relied upon to assist in the effective governance of The University of Montana. (For further discussion, refer to the section of this chapter titled “Faculty, Student and Staff Participation in Governance”. Discussion of faculty unions is also found in this report under Standard 4: Faculty.)

**Integrative Governance**

Policies and directives of the Board of Regents are communicated and implemented by the Office of the Commissioner of Higher Education (OCHE) staff, using the Regents' statutory and constitutional authority in an effective and professional manner. Programs assigned to the OCHE office are administered in a collaborative manner with representatives from MUS campuses.

OCHE coordinates the academic and student affairs functions of the Montana University System. That coordination includes the development, interpretation and enforcement of appropriate policies at the system level, the approval of new academic offerings at each of the campuses, the oversight of student services on the campuses, the implementation of collaborative programs within the Montana University System and with other educational partners in the state, and the development of programs to assist Montana's citizens in pursuing their educational goals.

In addition, the President’s 2009-10 statement of goals and objectives explicitly commit to aligning the strategic plan of The University of Montana with the strategic plan of the Montana University System.

**THE MONTANA BOARD OF REGENTS: THE GOVERNING BOARD**

The governing board is ultimately responsible for the quality and integrity of the institution. It selects the chief executive officer and President, considers and approves the mission of the institution, is concerned with the provision of adequate funds, and exercises broad-based oversight to ensure compliance with institutional policies. The board establishes broad institutional policies, and delegates to the chief executive officer the responsibility to implement and administer these policies.
Membership

The Constitution of Montana (Article X, Sec. 9) establishes the authority of the Montana Board of Regents of Higher Education and the governing board of the Montana University System. The BOR consists of seven members appointed by the Governor, and confirmed by the Senate, to overlapping terms, as provided by law. One of the members is a full time student from one of the Montana units of higher education. Regents serve terms of seven years, except for the student member whose term is not less than one year and not more than four years. *Ex officio* members of the Board include the Governor, the Superintendent of Public Instruction, and the Commissioner of Higher Education.

In order to represent the public interest and diverse elements of the constituencies of the Montana University System, not more than four of the Regents may be from one U.S. Congressional district. Currently this is a moot point since Montana has only one congressional district. Not more than four Board members may be affiliated with the same political party, as specified by Article 3 of the *Bylaws of the Montana Board of Regents* (Exhibit RD 6-01). None of the Board members are employees of The University of Montana, or any other unit of the Montana University System.

The officers of the Board consist of a chairman, vice chairman and secretary. The chairman and vice chairman are elected from among the board members for two-year terms, or until their appointment to the Board expires, whichever occurs earlier. The Commissioner of Higher Education serves as secretary to the board. The current officers and members of the board are (term expiration in parentheses):

- Stephen Barrett, Chair, Bozeman (1 Feb 2012)
- Clayton Christian, Vice-Chair, Missoula (1 Feb 2015)
- Rob Barnosky, Student Regent (30 Jun 2010)
- Janine Pease, Poplar (1 Feb 2011)
- Lila Taylor, Bush (1 Feb 2010)
- Lynn Morrison-Hamilton, Havre (1 Feb 2013)
- Todd Buchanan, Billings (1 Feb 2014)

Online profiles of the regents are posted on the Board of Regents website (Exhibit RD 6-01).

The Commissioner of Higher Education is appointed by the Board of Regents and serves as the chief executive officer of the Montana University System. In addition to serving as the Board secretary, the Commissioner’s office is charged with implementing BOR policies and decisions. The current Commissioner of Higher Education is Sheila Stearns, who was appointed to the position June 17, 2003.

Meetings

The Board of Regents is a public entity and conducts its meetings in a manner that protects the constitutional rights of the public to participate and to observe deliberations of public bodies. As provided in the Bylaws, the Board meets not less than quarterly, and may hold other meetings called by the Governor, the Chairman of the Board, the
Secretary, or on the request of four appointed members. In practice, the BOR holds meetings every two months either in Helena or on various campuses of the Montana University System. Advance public notice is given of all meetings and the agendas and minutes of all meetings are posted on the Board of Regents webpage. Faculty, student, and classified employee representatives from throughout the Montana University System attend the regularly scheduled Board meetings and provide a resource to assist the Board in understanding the viewpoints of these constituencies. The BOR publishes a general calendar of events for its biannual cycle of meetings on the Regents’ webpage previously cited. Documentation, consisting of meeting agendas and minutes from the last 10 years are included in Exhibit RE 6-02. A list of 2008-09 committees, to document inclusiveness and breadth, is found in Exhibit RE 6-10.

Duties, Responsibilities, and Ethical Conduct Requirements

The duties, organizational structure, and operating procedures of the Board of Regents are all matters of public record. In particular, the BOR Policy manual furnishes rules of operation that are readily available (Exhibit RE 6-02). The manual contains detailed information about governance, academic affairs, research and public service, student affairs, personnel, compensation, and other such topics. The BOR has also adopted a “Code of Expectations” which is posted prominently on the Regents’ webpage (Exhibit RD 6-01) and is a statement of the ethical conduct and personal responsibilities expected of Board members.

The presidents of the two universities of the Montana University System serve under the direction of and are responsible to the Commissioner of Higher Education. Presidents are appointed by the Board of Regents upon the advice and recommendation of the Commissioner. Normally the presidents and various other executive officers of the individual units attend the regularly scheduled BOR meetings.

Regular Performance Evaluation of University Administrators

Procedures for review and evaluation of University administrators are clearly spelled out in the Board of Regents Policies manual, Section 705.2 (Exhibit RE 6-02). The Regents and Commissioner conduct an annual evaluation of the President. The President, in turn, shares results of the performance of upper level administrators with the Regents and Commissioner in conjunction with the discussion of any proposed salary adjustments for the coming year.

The President conducts an annual written evaluation of all executive officers. Additionally, each administrator at the rank of dean or higher is given a full evaluation every five years plus an annual evaluation by the Provost. Faculty evaluation of administrators includes the biennial evaluation of the President, all vice presidents, and all academic deans, conducted by the Executive Committee of the Faculty Senate (ECOS). The evaluation results are transmitted to the BOR and the Commissioner of Higher Education in accordance with the Faculty Senate Bylaws (Exhibit RE 6-09).

Review of MUS Campuses’ Missions, Policies, and Programs

Section 219 of the BOR Policy and Procedures Manual establishes policy on institutional mission statements. Each campus must provide the Board with revised
copies after every meeting where a mission change occurs. Additionally, the mission statement of each campus of the Montana University System is reviewed by the BOR every three years. Montana University System campuses are required to disclose their plans for new academic programs under Policy 303.10, adopted by the Board of Regents in May 2005. The purpose of the policy is to give the Board prior notice of the academic programs being developed by the campuses; and to encourage collaboration and cooperation in the delivery of academic programs, whenever appropriate.

Academic program plans are reported by each campus for the next three-year period, including a list of programs that may be submitted to the Board of Regents for its review in the upcoming year. Individual plans can be reviewed on the Board of Regents Academic Program Plans website (Exhibit OSM 6-04).

Self Evaluation Process to Ensure Effectiveness

The Board of Regents conducts self-evaluation meetings. The most recent was completed in September 2008. In addition, as part of BOR regular comprehensive policy reviews, the board reviews and revises policies directly related to the effective and efficient execution of their responsibilities.

Timely Discussion of Academic and Administrative Proposals

The Board of Regents has developed explicit protocols for the submission, review, and approval of academic and administrative proposals. To respond in a timely and thoughtful manner to academic and administrative proposals from the campuses of the Montana University System, the board holds six regularly scheduled meetings each year, four of which are devoted primarily to academic and administrative agenda items. To facilitate the careful review of academic and administrative proposals and to develop expertise among board members in each area, the board has created two committees, the Academic and Student Affairs Committee and the Administration and Finance Committee, to provide the preliminary reviews and recommendations to the full board on all academic and administrative proposals coming before the board.

Appropriate Delegation: Management, Budgeting, and Staffing

The BOR ensures that the institution is organized and staffed to reflect its mission, size, and complexity. It approves an academic and administrative structure or organization to which it delegates the responsibility for effective and efficient management.

The Board of Regents approves the budgets and the long range financial plan of the institutions annually. The budgets are acted upon at the May Board of Regents meeting. The Board also reviews periodic fiscal audit reports.

The BOR Budget and Audit Oversight Committee is asked to:

- Establish budget policy and processes for the Montana University System;
- Establish timelines for annual and biennial budget requests;
- Provide criteria for budget priorities;
- Establish format for annual and biennial budget submission;
- Establish consistent performance metrics to be submitted with the annual budget report;
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- Establish priority MUS internal audit projects for campus internal audit staff;
- Establish system task forces to deal with issues as they arise;
- Establish format and content requirements for system management reporting.

Knowledge of the Accreditation Process

The Board of Regents is kept informed of the accreditation process through a formal reporting process that is managed by OCHE. They are also notified of all site visits by accreditation agencies. During the accreditation process, each campus submits its self-study documentation and all evaluation reports to OCHE. The Regents are then provided a report that includes the self-study documentation and any subsequent findings.

LEADERSHIP AND MANAGEMENT

George M. Dennison became the 16th president of The University of Montana on 15 August 1990. As the Chief Executive Officer, President Dennison provides leadership through the definition of institutional goals, establishment of priorities, and the development of plans. The administration, faculty and staff are organized to support the teaching and learning environment which results in the achievement of the institution’s mission and goals.

Defined Duties and Expectations of the Chief Executive Officer and President

The President derives authority from the Board of Regents and the state of Montana and has a full-time responsibility to The University of Montana. The President is appointed by the Board and invested with the responsibility of administering BOR policies under the supervision and control of the Commissioner of Higher Education. The President is also executive officer and chair of the Executive Committee, which oversees the four campuses of The University of Montana. The Executive Committee includes chancellors of Montana Tech of UM, UM-Western, and the Dean of the UM-Helena College of Technology.

Through his 19 years of service, President Dennison has recruited and maintains a senior executive team of well qualified individuals. The newest senior member of the team, Provost Royce C. Engstrom, joined the University in 2007, bringing a wealth of experience from a similar position at another institution.

The Montana Code Annotated (20-0-25-305) specifically outlines the statutory duties required of the position (Exhibit RE 6-07). The ethical conduct requirements of the institution’s administrators are clearly defined and published. University Policy 406.2 states that The University of Montana adheres to ethical standards of conduct and conflict of interest provisions of state and federal law and Montana University System policy (Exhibit RE 6-03). Please refer to Standard 9: Institutional Integrity for a more thorough discussion of the ethical conduct expected of administrators, faculty, staff and students.

The President, as Chief Executive Officer, is also expected to take a leadership role in establishing University priorities and articulating those priorities to the BOR and the Legislature, and to translate the priorities of the University into specific budget requests.

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to the Commissioner of Higher Education and through the Board of Regents to the Legislature.

The President is considered a primary advocate for the University, explaining its teaching, research, and public service roles and its priorities to the public. On the state level, the President is expected to assist the Montana citizenry in understanding the important relationship between the University and the state, emphasizing the University’s value as a resource for the entire state.

The President nurtures the teaching, research and service functions of the University, emphasizes UM’s commitment to overall student development both inside and outside the classroom, and actively supports student recruitment and retention efforts.

The President meets weekly with the executive officers. The purpose of this meeting is to apprise leaders of issues and activities associated with the University that span organizational units and campus committees. Regular presentations from campus are scheduled to discuss new initiatives, policies, and programs to ensure that important perspectives are considered. Chaired by the President, the meeting includes the University Executive Vice President and Chief Information Technology Officer, Provost and Vice President for Academic Affairs, Vice Presidents for Administration and Finance, Student Affairs, and Research and Development, the University’s Legal Counsel, President and CEO of The UM Foundation, and four directors that report directly to the President, those from the Alumni Association, Intercollegiate Athletics, Equal Opportunity/ Affirmative Action, and University Relations.

The administrative, student, research, and support divisions are led by the following individuals:

- Robert A. Duringer, Vice President for Administration and Finance, has responsibility for the Office of Planning Budgeting and Analysis, Business Services, Facilities Services, Human Resource Services, Public Safety, Montana Island Lodge, and the Adams Event Center.

- Daniel J. Dwyer, Vice President for Research and Development, oversees Technology Transfer, Intellectual Property, Environmental Health; Cooperative Wildlife Research; the Biotechnology Center; the Center for the Rocky Mountain West; the Biological Station; Laboratory Animal Resources; the Montana World Trade Center; Rural Institute on Disabilities; and Research and Sponsored Programs. This last office assists faculty, staff, and graduate students in their research and creative endeavors and provides such services as information about funding sources, project design, proposal preparation, award negotiation, and post-award grant management.

- Teresa S. Branch, Vice President for Student Affairs, is in charge of Enrollment Services, Campus Recreation, Career Services, Disability Services for Students, Financial Aid, Foreign Student and Scholar Services, Greek Life, Residence Life, Student Health Services, the University Center, and University Dining Services.
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• Jim Foley, Executive Vice President, is in charge of University Relations; the Broadcast Media Center; Printing and Graphic Services, the Montana Museum of Art & Culture, as well as other University outreach functions.

• Ray Ford, Chief Information Technology Officer, has responsibility for Information Technology Security, Enterprise Information Systems, Computer Networks and Telecommunication Services, and Technology Support Services.

• Royce C. Engstrom, Provost and Vice President for Academic Affairs, oversees the Division of Academic Affairs, including academic deans and the following individuals:
  o Arlene Walker-Andrews, Associate Provost for Undergraduate Education and Policy
  o Perry J. Brown, Interim Associate Provost for Graduate Education
  o Mehrdad Kia, Associate Provost for International Programs
  o Rob Gannon, Director for Academic Budgets and Personnel

Academic officers meet weekly. The meeting, chaired by the Provost, includes the associate provosts, academic deans with program and faculty accountability (the deans of the College of Arts and Sciences, School of Business Administration, College of Education and Human Sciences, College of Forestry and Conservation, College of Health Professions and Biomedical Sciences, Davidson Honors College, School of Journalism, School of Law, Maureen and Mike Mansfield Library, College of Technology in Missoula, and College of Visual and Performing Arts), along with the Dean of Continuing Education and the Registrar.

Qualified Administrators and Effective Leadership and Management

The President actively supports efforts to attract, develop and retain high quality faculty and administrators. The University’s administrators are recruited and hired through national search processes. Each search committee is designed to reflect the constituencies of the campus. The criteria for selection for all administrators include a list of competencies that relate to effective experience and credentials in leadership and management.

The director of Human Resource Services monitors the recruitment and hiring of faculty, staff and professional administrative employees. In order to ensure recruitment and hiring of the highest quality professionals and to ensure as diverse a pool of applicants as possible, national recruitments are conducted, with limited exceptions. University Policy 401.5.1 describes the recruitment process. Additionally, in an effort to foster upward mobility of professional administrators, and to enhance the retention of high quality administrators, the University implements a non-faculty contract professional promotion plan as described in University Policy 401.4 (Exhibit RE 6-03).

As stated above, each administrator at the rank of dean or higher is given a full evaluation every five years plus an annual evaluation by the Provost. Faculty evaluation of administrators includes the biennial evaluation of the President, all vice presidents, and all academic deans, conducted by the Executive Committee of the Faculty Senate (ECOS). The evaluation results are transmitted to the Board of Regents and the
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Commissioner of Higher Education in accordance with the Faculty Senate Bylaws (Exhibit RE 6-09).

President Dennison Delivering the State of the University Address

Mission-Based Institutional Advancement Activities

The Campus Development Committee is chaired by the Provost and Vice President for Academic Affairs. Membership includes the University's other vice presidents, deans, the President and CEO of the UM Foundation, the Vice President of Development of the UM Foundation, the associate provosts, the Chief IT Officer, the Executive Director of the Alumni Foundation, the Director of Intercollegiate Athletics, the Registrar, the Director of the Montana Museum of Art and Culture, and directors of four other UM centers.

The function of the Council is to prioritize the long range development and fundraising needs to address facilities needs, as well as endowment and scholarship needs.

Established in 1951, The University of Montana Foundation (UMF), led by President and CEO Laura Brehm since 2003, is a private, non-profit organization formed under Internal Revenue Service 501(c)(3) designation and is the official development office for UM. UMF, under the direction of its Board of Trustees, receives, manages and disburses all private gifts to The University. The UM Foundation conducts an annual Excellence Fund drive to address some of the current needs that do not receive state funding. Additionally, UMF operates Major Gifts and Planned Giving programs to raise private funds. The most recent five-year Capital Campaign, Invest in Discovery, raised $131 million. This is the most ever raised by any campus in the State of Montana.
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Approximately 17% of all UM funding currently derives from general fund state appropriations (not including tuition), compared to approximately 40% in 1989. Consequently, the significance of external fundraising has grown immensely in the last few years. External fundraising has become a major task for UM administrators, especially the President and deans, as well as some faculty members. Additional information on the role of The University of Montana Foundation can be found in Standard 7: Finance.

The economic conditions made 2009 a challenging year for development activities at the University. However, it was also very productive in that almost 16,000 donors helped to generate new gifts and pledges that totaled over $22.6 million. This made 2009 the second-best fundraising year ever for The University of Montana Foundation. These efforts ensured that every student that was promised a privately funded scholarship received one. A highlight scheduled for early in 2010 will be the opening of the Payne Center, which will house UM’s Native American Studies Department and American Indian Student Services offices as well as related campus programming. The unique gathering space will allow tribal leaders from across the state, the region, and the nation to come together to address common challenges, while also providing a bridge for American Indian and other cultures to explore the best that each has to offer.

Timely Institutional Decision-Making Processes

The University of Montana offers a wide range of educational programs and student services while remaining a comparatively low cost doctoral university. This organizational competency is grounded in a core value of shared governance and collaboration. This commitment to shared governance ensures that decisions are well thought out. Please review the section titled Faculty, Student and Staff Participation in Governance for specific examples of how collaborative decision making is used to develop and revise policies, programs and services. In addition, please refer to Standard Two: Educational Program and its Effectiveness for a full description of how academic programs and services are developed, assessed and revised.

The University has developed decision support resources for leaders including University of Montana Data Warehouse (UMDW). Prior to the UMDW implementation, department personnel relied on reports produced each month from the payroll and finance systems. These report were not always timely, so many departments were using shadow systems or enormous spreadsheet applications to make sound operating decisions. This was a labor intensive process that was often prone to error. UMDW provides next-day data reports that can be either detailed or highly summarized. The ability to drill down into the numbers for detail has proven to be not only useful but allows for timely decision making.

The timeliness of decision making processes is difficult to measure and/or quantify. For the most part, decision making processes are strongly connected to the planning and budgeting process that is more fully discussed in Standard 7: Finance. Decisions related to working conditions, salary and other collective bargaining issues are tied to the bargaining cycle. Decisions related to academic program changes are closely tied to the requirement that new proposals be submitted on campus to the department faculty (where applicable), the relevant deans, faculty governing bodies, the Provost, the President, and
the Board of Regents. This is also discussed in *Standard Two: Educational Program and its Effectiveness*.

It appears that while decision making is timely, there are concerns related to how well decisions are communicated to the campus. This opinion was reflected in the results of a survey completed in 2008 by administrators, professionals and faculty as shown in Table 6-01. The section titled *Retention Strategy* contains more information on the results of this survey.

**Table 6-01 - Modern Think Survey Results: Effectiveness of Leadership Communications**

<table>
<thead>
<tr>
<th>Question:</th>
<th>Overall UM</th>
<th><strong>Benchmarks</strong> (compared only to positive scores)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior leadership communicates openly about important matters.</td>
<td>35%</td>
<td>23%</td>
</tr>
<tr>
<td>There is regular and open communication among faculty, administration and staff.</td>
<td>43%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Source: ModernThink Higher Education Insight Survey©, 2008

Based on the above survey results, senior leadership implemented a number of mechanisms to ensure the campus community is aware of issues and challenges facing the campus. These include the development of formal communication plans, campus forums, and revised and updated websites.

**Cooperative Working Relationships**

The University strives to conduct effective planning on a continuing basis. The Executive Planning Council (the President, the executive officers, and the President of the Faculty Senate) and the Strategic and Budget Planning Committee (the Provost, the vice presidents, four deans, six faculty members, two students, five members of the professional staff, and two members of the classified staff) are both standing committees that advise the President. In addition, each division of the administration has an advisory committee that evaluates its goals and objectives annually in an effort to support the University’s Strategic Directions and the Regents’ Strategic Plan (Exhibit RE 1-01).

The University’s goals, conditions, priorities and targets are formally set out in the President’s State of the University address. Campus planning committees can propose initiatives and submit them for consideration to the University Administration and ultimately to the Board of Regents. Campus and system priorities, when approved by the Regents, shape the agenda for discussions with the state government. The Governor proposes the state budget and the Montana Legislature appropriates the funding for the next two years. There are excellent working relationships between the Missoula campuses and the other UM campuses. These are reflected in the efficiencies achieved through standardization of business processes and the central administration of payroll. In
addition, each member of the senior administrative team, including the President, promulgates goals and objectives annually, linked to the University’s Strategic Directions and the Regents’ Strategic Plan.

There are excellent working relationships between UM-Missoula and the other UM campuses. This is reflected in the efficiencies through standardization of business processes and the central administration of payroll.

Effective and Supportive Institutional Research

The Office of Planning, Budgeting and Analysis (OPBA) provides the expertise and staff support for the planning processes described above. Planning and decisions that contribute to the improvement of the teaching-learning process are informed and supported by information gathered and provided by OPBA. This unit monitors student enrollment, student diversity, faculty salaries, graduation and retention rates, and various measures of University performance such as full-time equivalent (FTE) and student credit hour (SCH) production. This information is sent to the President, other administrators, and relevant campus committees and groups. Such statistical information is also made available in easy-to-use formats to the entire campus community and interested public on the UM Institutional Data website xx.

Accessible Policies, Procedures, and Criteria

Policies, procedures, and criteria for administrative and staff appointment, evaluation, retention, promotion, and/or termination are outlined in the BOR Policies and Procedures Manual, Section 700xxi (Exhibit RE 6-02), as well as UM Personnel Policies, section 400xxii (Exhibit RE 6-03). UM Policies are posted to the website and are easily accessible. In addition to policies, the Human Resource Services website xxiii includes instructions and procedures for recruitment and performance review. Human Resource Services also offers training on various personnel and policy issues regularly.

Competitive Salaries and Benefits Capable of Attracting and Retaining Employees

The adequacy of salaries to attract and retain competent personnel is a widely discussed issue at The University of Montana. There will be no general increases for the 2010/11 Biennium. Only a small pool is provided for contractually required faculty merit and promotion increases, and base salary increases have been negotiated only for those union affiliated classified staff members whose salary is below $10.00 per hour. Data collected by the OPBA have consistently shown that scheduled wage increases received by UM administrators, faculty, and staff have not kept pace with the rising salary market at the regional, state and/or national level. In the decade culminating in the 2010/11 Biennium, four of the ten years have seen no salary increases, and two of the years saw only 2% increases. At the same time, workloads have remained high. In order to ensure continued academic quality, the University has invested scarce resources in needed faculty positions – maintaining, and even improving, student-faculty ratios (see Standard 7: Finance for more information).

A specific concern related to UM is the fact that most other employers of substantial size in Montana’s public or private sectors are not required to recruit nationally for more than
half of their job vacancies. A sample of salary levels of administrators and faculty positions is listed in Table 6-2. Median salaries and wages vary extensively. Yet, for executives, administrators, and managers in 2008-09, the median salary is consistently below that of national averages. The impact of this gap in wages means UM often needs to pay a new employee a salary closer to the national average to attract them to this campus. This has created instances where current employees, especially long-serving ones, receive salaries similar to and/or below that of new hires. In its 2007 Advisory Report to the Board of Regents\textsuperscript{xxiv}, the Montana University System Recruitment and Retention Task Force identified that the conditions of inversion and compression “have a long-term effect of inhibiting an employer’s ability to retain employees because these conditions are perceived as widely unfair” (p.8).

Table 6-02 - Examples Comparing UM Salaries with U.S. Public Research Universities

<table>
<thead>
<tr>
<th>Example faculty salaries:</th>
<th>US Average* (dollars)</th>
<th>UM Average (dollars)</th>
<th>UM's relation to U.S. average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor of Economics</td>
<td>113,157</td>
<td>75,040</td>
<td>66%</td>
</tr>
<tr>
<td>Professor of Management &amp; Information Systems</td>
<td>133,038</td>
<td>96,616</td>
<td>74%</td>
</tr>
<tr>
<td>Professor of Education Administration</td>
<td>93,666</td>
<td>68,895</td>
<td>75%</td>
</tr>
<tr>
<td>Professor of Social Work</td>
<td>94,615</td>
<td>70,302</td>
<td>75%</td>
</tr>
<tr>
<td>Associate Professor of Social Work</td>
<td>73,191</td>
<td>55,698</td>
<td>76%</td>
</tr>
<tr>
<td>Professor of Fine &amp; Studio Art</td>
<td>81,702</td>
<td>62,543</td>
<td>77%</td>
</tr>
<tr>
<td>Professor of Geography</td>
<td>89,447</td>
<td>69,048</td>
<td>79%</td>
</tr>
<tr>
<td>Professor of Psychology</td>
<td>97,843</td>
<td>76,097</td>
<td>80%</td>
</tr>
<tr>
<td>Professor of Ethnic &amp; Gender Studies</td>
<td>99,519</td>
<td>80,692</td>
<td>87%</td>
</tr>
<tr>
<td>Professor of Law</td>
<td>135,129</td>
<td>112,785</td>
<td>86%</td>
</tr>
<tr>
<td>Example administrative salaries:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>President</td>
<td>332,192</td>
<td>205,050</td>
<td>61%</td>
</tr>
<tr>
<td>Dean of Business Administration</td>
<td>236,568</td>
<td>149,423</td>
<td>66%</td>
</tr>
<tr>
<td>Vice President of Academic Affairs (Provost)</td>
<td>243,024</td>
<td>171,600</td>
<td>72%</td>
</tr>
<tr>
<td>Vice President of Administration and Finance</td>
<td>216,436</td>
<td>153,600</td>
<td>73%</td>
</tr>
<tr>
<td>Director of Human Resource Services</td>
<td>130,126</td>
<td>93,240</td>
<td>75%</td>
</tr>
<tr>
<td>Dean of Journalism</td>
<td>175,271</td>
<td>130,625</td>
<td>73%</td>
</tr>
<tr>
<td>Dean of Education and Human Sciences</td>
<td>172,927</td>
<td>130,625</td>
<td>75%</td>
</tr>
<tr>
<td>Dean of Health Professions and Biomedical Sciences</td>
<td>195,292</td>
<td>148,077</td>
<td>74%</td>
</tr>
<tr>
<td>Director of Facilities &amp; Physical Plant</td>
<td>135,983</td>
<td>105,589</td>
<td>77%</td>
</tr>
</tbody>
</table>

*Source: College and University Professional Association for Human Resources (CUPA-HR) database for 2008-09 salaries*
The Living Wage has gained acceptance as a framework to evaluate measurement of wages needed to support a single person within the Missoula community. An examination of annual levels of income with respect to official poverty and living wage levels makes this question pertinent. Living wage levels are based on a recent 2007 study by The Northwest Federation of Community Organizations (NWFCO). A living wage for various types of households was estimated on the basis of the costs of food, housing, and utilities, transportation, health care, household/clothing/personal items, savings, and state/local/federal taxes.

Classified employees are more likely to have incomes below the living wage for Missoula County. There are currently 206 classified staff members whose wages fall below the 2007 Living Wage in Missoula County for single individuals. This includes approximately 16% of the classified staff members in 2009. Table 6-03 provides a sampling of those jobs whose average wages are typically below what would be considered a living wage in this community.

Table 6-03 – A Sample of UM Classified Staff Hourly Wages Compared with the Living Wage for Missoula County

<table>
<thead>
<tr>
<th>The 2007 Living Wage for a Single Individual in Missoula County is $10.96</th>
<th>2009 UM Average Wage</th>
<th>Percent of Staff in the Title Group Whose Base Rates are Below the 2007 Living Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Assistant I</td>
<td>$10.53</td>
<td>68%</td>
</tr>
<tr>
<td>Administrative Assistant II</td>
<td>$11.57</td>
<td>49%</td>
</tr>
<tr>
<td>Cashiers I</td>
<td>$10.03</td>
<td>100%</td>
</tr>
<tr>
<td>Cooks</td>
<td>$10.17</td>
<td>67%</td>
</tr>
<tr>
<td>Facilities Associates (Custodians)</td>
<td>$10.32</td>
<td>100%</td>
</tr>
</tbody>
</table>

The Montana University System Pay Plan (Exhibit 6-15) for classified staff members has been redesigned during the past eight years in an effort to provide more flexibility to effectively respond to recruitment and retention issues related to classified staff pay. The pay plan is designed to meet the following goals:

- Develop a program structure to assist in retaining and attracting a high quality, diverse workforce.
- Establish a consistent, flexible framework to adjust pay when needed to recruit and/or retain needed talent.
- Build flexibility in reward programs to recognize both teamwork and individual performance.
- Recognize and reward growth in knowledge, skills and contributions within a job title.
- Create incentives to plan career development tracks for employees.

The components of this plan include the following:

- Career Ladders: a pre-established plan that allows an employee to grow in their career. The employee meets goals over a set period of time (usually 6 months to 1 year), leading to increased responsibility and pay.
• In-Range Progression Pay: up to 4% of an employee’s base rate can be awarded when there is an increase in an employee’s knowledge, skills, duties, and responsibilities within his or her job title and management has identified a need for the higher level responsibilities.

• Lump Sum Bonus: may be awarded to an individual or a team when there is evidence of exemplary service or contribution to the University. The award of a Lump Sum Bonus is at the employer's discretion. There is no entitlement to a Lump Sum Bonus and it is up to the employer to advance such a request. Lump Sum Bonuses may be given in the following increments: $100, $200, $350, $500, $750, or a maximum $1,000. This one time only amount is not added to employee's base salary.

• Retention Strategic Pay: retains an employee with unique knowledge, skills and abilities that are critical to a department’s mission and/or to resolve inequities created when it was necessary to pay a newly hired employee a higher salary than current employees with equal or greater qualifications and performance.

• Group Strategic Pay: addresses significant base salary problems that have resulted in recruitment and retention issues within a job title.

• Recruitment Strategic Pay: mitigates problems with a recruitment outcome when it can be documented that such problems are related solely to noncompetitive salary levels.

Table 6-04 summarizes the number MUS pay plan components that have been implemented over the past four fiscal years. Lump Sum Rewards are utilized most frequently at UM.

**Table 6-04 – Number of MUS Pay Plan Events Awarded from FY 2006 to FY 2009**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Ladders</td>
<td>185</td>
<td>57</td>
<td>22</td>
<td>47</td>
<td>59</td>
</tr>
<tr>
<td>In-Range Progressions</td>
<td>71</td>
<td>17</td>
<td>22</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Lump Sum Rewards</td>
<td>402</td>
<td>80</td>
<td>115</td>
<td>108</td>
<td>99</td>
</tr>
<tr>
<td>Retention Strategic Pay Adjustment</td>
<td>158</td>
<td>28</td>
<td>50</td>
<td>43</td>
<td>37</td>
</tr>
<tr>
<td>Group Strategic Pay (police officers and dispatch)</td>
<td>19</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Strategic Pay (custodians)</td>
<td>92</td>
<td>92</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment Strategic Pay Adj.</td>
<td>38</td>
<td>12</td>
<td>19</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>965</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Although many staff members at The University of Montana may be paid wages too low to meet the basic requirements for their households, there is little evidence that salary and wage levels preclude the University from attracting and retaining sufficiently qualified workers. Most job openings attract a sufficient number of qualified applicants to provide
an opportunity to hire competent employees. For example, in 2009 the average applicant pool for Assistant Professors was 53.2 applications. The actual number ranged from 4 for an Assistant Professor of Pharmacy Practice to 248 for an Assistant Professor of Economics.

However, for some positions such as those requiring up-to-date technology training, accounting technology procedures, food service managers, and custodians, the wage scale is not very competitive, but the employment benefit packages seem to make up the difference in hiring and retention. When newly hired staff members are asked what attracts them to The University of Montana, the top five attractors relate to the employee benefit package, the job opportunity and the higher education work environment, as shown by Table 6-05.

Table 6-05 – Reasons Why Applicants are Attracted to The University of Montana

<table>
<thead>
<tr>
<th>What initially attracted you to UM as a place of employment?</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please select all that apply and use the comment box below to provide additional information.</td>
<td></td>
</tr>
<tr>
<td>Answer Options</td>
<td>Response Percent</td>
</tr>
<tr>
<td>Overall Benefits</td>
<td>74%</td>
</tr>
<tr>
<td>Medical Insurance</td>
<td>65%</td>
</tr>
<tr>
<td>Job Opportunity</td>
<td>58%</td>
</tr>
<tr>
<td>Higher Education Work Environment</td>
<td>55%</td>
</tr>
<tr>
<td>Tuition Waiver</td>
<td>52%</td>
</tr>
<tr>
<td>Paid Sick/Annual Leave</td>
<td>48%</td>
</tr>
<tr>
<td>Location/Lifestyle</td>
<td>45%</td>
</tr>
<tr>
<td>Retirement Contribution</td>
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<tr>
<td>Paid Holidays</td>
<td>42%</td>
</tr>
<tr>
<td>Skill Match</td>
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<tr>
<td>Family/Personal Circumstances</td>
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<tr>
<td>Potential Growth Opportunity</td>
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<tr>
<td>Relocation</td>
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<tr>
<td>Return to School</td>
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<tr>
<td>Pay</td>
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</tr>
<tr>
<td>Post-Retirement Opportunity</td>
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</table>

**FACULTY, STUDENT, AND STAFF PARTICIPATION IN GOVERNANCE**

In accordance with the stated mission and policies of The University of Montana, participation in UM governance by Faculty Senate, ASUM, Graduate Student Association and the Staff Senate is encouraged and expected. Faculty, students and staff are sought for all UM committees. Therefore, participation on committees and various task forces is extensive, and UM has a long tradition of such campus participation in advisory and policy-setting activities.
Faculty Role in Governance

The UM faculty possess clear prerogatives concerning UM curricula, degree granting, and participation in the governance process. The organization representing them is the Faculty Senate, which is recognized officially in the Montana University System’s Collective Bargaining Agreements with both the University Faculty Association and the UM College of Technology Faculty Association. These bodies represent the faculty as they seek to participate in timely, before-the-fact consultation with UM administration in the development of policies, and selection of academic administrators.

Senators, elected to represent the academic areas, act on academic issues and recommend policy and procedural changes to the administration. The effectiveness of this process is enhanced when there is close communication with the administration. This must be asserted by both groups and the individuals within them.

There are approximately 70 members of the Faculty Senate, one senator for every 10 FTE faculty members within a voting group. The twelve voting groups are:

- College of Education and Human Sciences
- School of Business
- College of Visual and Performing Arts
- School of Journalism
- School of Law
- College of Health Professions and Biomedical Sciences
- College of Forestry and Conservation
- College of Technology
- The Mansfield Library
- Humanities
- Sciences
- Social and Behavioral Sciences

Standing committees of the Senate review academic matters in detail and make recommendations to the Senate. Current standing committees include the Executive Committee of the Faculty Senate (ECOS), Academic Standards and Curriculum Review Committee (ASCRC), Graduate Council, and the Faculty Library Committee. These committees report regularly to the Faculty Senate. The General Education Committee and Writing Committee are subcommittees of ASCRC. Three years of minutes are available and accessible on the Faculty Senate website (Exhibit RE 6-09).

Other subcommittees may be established by standing committees to work on specific issues. In addition, ECOS nominates faculty members for most standing University committees and search committees, and appoints members to three committees specified in the UFA Collective Bargaining Agreement. These include the Committee on Service, Unit Standards Committee, and University Appeal Committee. For a full listing of University committees, refer to Exhibit RE 6-10.

All faculty members are given an opportunity to volunteer for specific committees through an electronic preference sheet, and committee nominations are made, whenever possible, from the response to the electronic committee preference request. ECOS also
requests assistance in finding faculty members willing to serve on committees from senators and department chairs.

To facilitate communication between the faculty and the administration, the Senate chair and chair-elect are *ex officio* members of the Strategic and Budget Planning Committee (SBPC), and the Senate Chair is an *ex officio* member of the Executive Planning Council. The Senate Chair and Chair-elect regularly attend Board of Regents meetings to ensure the faculty perspective is expressed on academic issues. In addition, the Senate Chair and Chair-elect participate in bi-monthly teleconferences with members of the Board of Regents, staff of the Montana Office of Commissioner of Higher Education, and representatives of faculty governance from other institutions of the Montana University System.

Faculty evaluation of the administration occurs biennially and is specified in the Faculty Senate Bylaws. The evaluation gives faculty the opportunity to review job performance as it bears on matters of academic and administrative leadership. It is not intended to be a comprehensive review of all official responsibilities. The evaluation is an electronic survey conducted on a secure website.

Faculty members are asked to use a five-point scale to evaluate a number of dimensions on the performance of the President, the Provost, the Vice President of Administration and Finance, the Vice President of Research and Development, the Vice President of Student Affairs, the Associate Provosts (Graduate Education, Undergraduate Education, and International Programs) the deans of the Honors College, Continuing Education, Libraries, and Dean of Students, as well as the faculty members’ own dean, the University’s Executive Vice President, and the Chief Information Technology Officer. In addition to completing the rating scales, faculty members are invited to provide written comments. Individual results are provided to each administrator and their direct supervisor. ECOS reviews the evaluation material and writes a summary. The data and summary are made available for senators to review on Blackboard. Copies of the verbatim comments are available in the Faculty Senate Office for review by the faculty. The summary and evaluation data of the President are provided to the Commissioner of Higher Education and the Chair of the Board of Regents.

Over the years, the Faculty Senate has been involved in the creation and revision of several University Policies. Most recently, the Faculty Senate voted to revise Academic Policy 103, Establishment and Periodic Review of Academic Institutes, Bureaus, Centers, Stations, Labs, and Other Similar Entities. The proposed work-life policy was also recently approved by the Faculty Senate. In 2001, Academic Policy 101.2 Non-tenurable Academic Appointments was revised. These policies can be accessed via Exhibit RE 6-03.

Starting in 2005 the President requested that ECOS consider a campus Code of Ethics. After several draft documents were circulated, a joint Ethics Committee was established to review the issue (See *Standard 9: Institutional Integrity* for a full discussion.). It had members from ASUM, the Faculty Senate and Staff Senate. This code of ethics has been renamed The Montana Creed: Statement of Ethical Principles.

The Chair and Vice Chair of the Faculty Senate participate in the Montana Universities Faculty Representatives (MUSFAR) group. This includes representatives from all units of the Montana University System. This group gathers on occasions of regular meetings.
of the Board of Regents, and typically meets the day before the Regent’s meeting to
discuss matters of common concern of their faculties. These concerns are presented to the
Regents in an informal gathering followed by discussion.

ECOS participates in the recruitment of administrators and nominates faculty members to
serve on search committees. In the 2007 search for a new Provost, two members of
ECOS served. A member from ECOS also served on the search for a new dean for the
College of Arts and Sciences, and members of Graduate Council served on the search
committee for the Associate Provost for Graduate Education. In addition to involvement
on the search committees, candidates are scheduled to meet with ECOS.

Faculty Senate business includes regular communications from the President, Provost,
University Faculty Association, and ASUM; review and approval of curriculum changes;
review and approval of curriculum policies, review and approval of administrative
changes to programs, review of centers; review of the non-tenurable academic
appointment report; consideration of honorary degree candidates, service award
candidates, and posthumous degrees; approval of candidates for degree, and biennial
evaluation of the administration.

In recent years the Faculty Senate committees have been engaged in important academic
issues. In 2008, ECOS suggested that new programs be required to submit a three-year
interim assessment, even though The Board of Regents requires programs to be reviewed
every seven years. ECOS also worked with the administration to resolve issues associated
with the implementation of the course repeat fee, and revised the Advanced Placement
(AP) and International Baccalaureate Policies. Annual reports xxviii of business conducted
by the Faculty Senate and its various committees are available at Exhibit RE 6-09.

In 2007, the President instated a requirement that graduate students continuously enroll
for at least 3 credits. This produced concern about long-term implications. The Graduate
Council requested that the implementation be delayed to allow for a thorough analysis.
The Office of Planning, Budgeting, and Analysis assisted the Council in the analysis of
graduate students’ progress toward degrees and surveyed graduate program directors and
graduate students in order to understand potential impacts of the policy change. The
results were provided to the Provost with several recommendations. A modified
continuous registration policy was adopted following these efforts. The revised policy
addressed concerns raised over the original proposal and the new content was influenced
by the assessment and analysis that was undertaken by the Graduate Council.

Graduate Council is also involved in reviewing Graduate Programs, oversight of the
Individualized Interdisciplinary Doctoral Program, and awarding Thesis and Dissertation
Awards and Bertha Morton Scholarships. Guidelines have been developed for these
functions. After the Board of Regents changed its graduate student admissions policy, the
Council developed Admissions Criteria Guidelines. Departments have the option of not
requiring the GRE, but must demonstrate student performance potential by other means.

Over the past several years ASCRC has been engaged in a revision of the General
Education program. It also has implemented several curriculum policies such as
principles for quality online courses, certificate guidelines, service learning course
designation, declaration of a major, plus/minus grading, graduation appeals, minors,
general education review, grading option language, and admissions criteria.
Student Role in Governance

Student representation in governance is led by the Associated Students of The University of Montana. As an official organization, ASUM represents student interests in UM policy and activities. ASUM presidents are invited to attend Faculty Senate meetings to report and discuss ASUM concerns and activities. As a result, joint resolutions are sometimes passed and the Faculty Senate gains by having greater understanding of student issues, concerns, and perceptions. A full listing of resolutions, archived ASUM senate minutes and agendas is available in Exhibit SM 6-02.

In addition to the right to have representation on all UM committees, ASUM actively enhances student involvement in local political issues and registration of voters. That organization has had significant success in increasing voter participation in the student sector. Through ASUM efforts, students have the opportunity to experience legislative and service opportunities as well as diversity of opinion. Per the UFA Collective Bargaining Agreement, students are included on faculty evaluation committees and other UM committees. Additionally, students have the chance to influence faculty members by their input on faculty evaluations. Course evaluations are to be completed for every course. Student comments are often helpful in guiding course structure, methods, and content. Thoughtfully completed student evaluations also give faculty insight into students' perceptions of student/teacher interactions.

ASUM does make known student wishes and needs. While other groups may not share student opinions, there is a collegial working relationship valued by all. The organization accomplishes a great deal and provides valuable insights to students' perception of their roles as students and participants in activities for the good of UM as an institution. Further information about ASUM and student roles in governance is found in Standard 3: Students.

Some of the ASUM accomplishments in the past several years include:

- Breaking voter registration and turnout records in general elections on a consistent basis
- Expanding the Office of Transportation services, including purchasing and running multiple buses, to facilitate improvement of UM traffic and parking
- Funding over 150 student groups and eight agencies to enable students to receive various forms of assistance and support while attending UM
- Participating actively in the Missoula community
- Seeking to promote change on a state-wide level as it works with the Montana Legislature, the Montana Board of Regents as well as the Montana Associated Students.
- Creating an Office of Sustainability which works on projects relating to making UM a greener and more environmentally friendly campus. This office also helped conduct the first ever greenhouse gas inventory on campus.
TANGENTS TO THE OVAL...

SUSTAINABILITY

An Office of Sustainability was formalized in 2009 with a full-time Sustainability Coordinator. The Office of Sustainability coordinates an active recycling program, student sustainability awareness initiatives, and efforts to reduce campus greenhouse gas emissions. Prior efforts of the Sustainable Campus Committee, Facility Services Sustainability Initiatives Team, ASUM Sustainability, and the Recycling Oversight Committee paved the way to institutionalize sustainability in campus operations. Other activities on campus include alternative transportation, farm-to-college food services, LEED (Leadership in Energy and Environmental Design) Certified new construction, and education on climate change.

The University of Montana is a charter signatory of the American University and College Presidents Climate Commitment. As such, UM pledged to become climate neutral and completed a Greenhouse Gas Inventory in 2008 and a Climate Action Plan in 2010.
Staff Role in Governance

The University of Montana’s Strategic Plan outlines several general goals:

- Engage groups and constituencies on and off campus;
- Cultivate and project a service attitude and orientation, emphasizing student success;
- Revise existing policies and develop new policies for a family-friendly and diverse campus;
- Involve all sectors of the University in the planning processes; and
- Implement fully the Quality of Work-Life Program.

Classified staff are essential contributors to the implementation of the above goals. All campus committees include staff members when appropriate (Exhibit RE 6-10).

The following are examples of the role of classified staff in the governance of The University of Montana.

- **Staff Senate Members**: Staff Senate members are active on a number of committees including the MPEA Joint Labor Management Committee, Accreditation Task Force, Strategic Budget and Planning Committee and Quality of Work-Life Committee.

- **Quality of Work-Life Council**: This committee monitors the campus environments to identify areas needing further improvement to facilitate the learning, creativity, and development of students, staff, and faculty. As necessary, it also reviews and revises University and campus policies, procedures, and facilities for the maintenance of safe, supportive, and family-friendly environments on the several campuses.

- **Staff Professional Development Leave Committee**: This committee reviews applications and provides recommendations to the President regarding paid leaves for staff members for professional development purposes.

- **Recruitment and Selection Committees**: All across the campus, staff is involved in the screening of applicants for positions. This involvement is typical practice and contributes to more effective hiring decisions.

- **Student Retention and Success Task Force**: The teams of this task force inform the current Retention Plan for Student Success at The University of Montana. This plan for Student Success is a collaborative effort among faculty, staff, and administrators from across two campuses.

- **Americans with Disabilities Act Committee**: This committee monitors University facilities, programs, policies, plans, and activities to ensure the identification, prevention, and elimination of physical and/or programmatic barriers that interfere with faculty, staff, and student access to and benefit from University programs, facilities, and resources.
Diversity Advisory Council: This committee advocates, and facilitates communication, education, and relations among persons of various races, physical conditions, religions, national origins, citizenship, genders, ages, socio-economic backgrounds, and sexual orientation at The University of Montana.

The Staff Senate of UM ratified its constitution and bylaws in 1974. In addition to these documents, meeting minutes for the past three years can be found in Exhibit RE 6-09. The University of Montana Staff Senate facilitates communication and cooperation between the administration and the non-academic staff of The University of Montana. The Staff Senate promotes and works for improved working conditions and the professional welfare of UM's non-academic staff. The bylaws of the Staff Senate outline the following as its primary goals:

- Work to enhance the visibility of Staff on campus and within the community;
- Provide a forum whereby opinions of Staff can be collected and expressed on issues facing the University and higher education in the State of Montana;
- Act as liaison to express the views and concerns of Staff to the administration, including the Commissioner of Higher Education and the Board of Regents;
- Provide a mechanism for supplying voting representatives to all University and applicable state committees;
- Cooperate with University administration, faculty and students in the development and/or revision of University policies and other matters; and
- Participate in other goals and activities as the Senate determines to be consistent with the overall purpose of Staff Senate.

Staff Senate comprises 30 members. Each elected senator represents about 40 staff members in the following employment categories: Professional, Technical, Clerical, Crafts, and Service. The duties and responsibilities of the senators include but are not limited by the following:

- The Staff Senate, as the representative body of the staff, shall have the power to act and speak for the Staff on all matters concerning Staff;
- The Staff Senate may examine all matters related to the professional welfare of the University and is charged with protecting the professional welfare of the Staff;
- The Staff Senate shall be available to meet with the administration, faculty, students, Commissioner of Higher Education and/or Board of Regents for advice and consultation, and shall disseminate information to the Staff;
- The Staff Senate shall have the power to adopt such standing rules as are deemed necessary;
- Senators shall represent constituents’ points of view on issues that present themselves through the duration of the Senator's service;
- Senators shall communicate the issues discussed in the meetings and any correspondence they receive with constituents; and
- Senators shall provide feedback from constituents to the Senate to ensure fair representation of all Staff.

All senators and staff are encouraged to participate on The University of Montana committees. Staff Senate makes recommendations to the UM President for staff appointments to UM committees.
The accomplishments of the Staff Senate in the last few years include:

- Continued development of a comprehensive and interactive website
- Developed contacts and relationships with staff leaders on all MUS campuses
- Testified for staff at appropriation hearings of the Montana Legislature and Board of Regents meetings
- Participated in hearings, discussions and forums regarding retirement, pay and appropriations
- Strengthened relations with ASUM and Faculty Senates
- Strengthened and fostered strong working relationships with Administration and Management
- Participated actively in continued role of governance on the Strategic Budget and Planning Committee

The University of Montana has led the effort to create, maintain and foster ongoing relationships with sister organizations across the State of Montana. Classified staff organizations or representatives from across the Montana University System come together to work collaboratively as listed on the MUS Staff Associations (MUSSA) website. MUSSA exists to broaden communications and enrich the classified experience across the Montana University System. MUSSA chooses a common theme and presents the issue to the Board of Regents from the perspective of each campus. MUSSA enjoys an effective and positive relationship with the Regents, OCHE, and campus administrators.

The Staff Senate’s collaborative efforts with the MUSSA have been well received by staff, MSU’s Shared Governance partners, OCHE, and the Board of Regents. Staff Senate’s original findings were influential in the Board’s decision to request the formation of the OCHE Recruitment and Retention Task Force, whose recommendations were presented to the Board of Regents in September, 2007.

**Labor Partner Collaboration**

Eleven collective bargaining agreements are in force during the 2009-10 academic year, as shown by Table 6-06. All collective bargaining agreements are maintained by OCHE and are included under Exhibit RE 6-08.
Table 6-06 – Collective Bargaining Agreements in Force

<table>
<thead>
<tr>
<th>Parties to Agreements</th>
<th>Beginning Date</th>
<th>End Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Faculty Association</td>
<td>June 30, 2009</td>
<td>June 30, 2013</td>
<td>ratified</td>
</tr>
<tr>
<td>Montana Public Employees Association</td>
<td>June 30, 2009</td>
<td>June 30, 2011</td>
<td>ratified</td>
</tr>
<tr>
<td>The United Association of Plumbers and Pipefitters</td>
<td>June 30, 2009</td>
<td>June 30, 2011</td>
<td>ratified</td>
</tr>
<tr>
<td>The International Union of Operating Engineers, Local #400</td>
<td>June 30, 2009</td>
<td>June 30, 2011</td>
<td>pending ratification</td>
</tr>
<tr>
<td>Maintenance Painters Union</td>
<td>June 30, 2009</td>
<td>June 30, 2011</td>
<td>ratified</td>
</tr>
<tr>
<td>UM-Missoula College of Technology Faculty Association</td>
<td>June 30, 2009</td>
<td>June 30, 2013</td>
<td>pending ratification</td>
</tr>
<tr>
<td>Laborer’s International Union of North America, Local #1686</td>
<td>June 30, 2009</td>
<td>June 30, 2011</td>
<td>ratified</td>
</tr>
<tr>
<td>The International Brotherhood of Electrical Workers</td>
<td>June 30, 2009</td>
<td>June 30, 2011</td>
<td>pending ratification</td>
</tr>
<tr>
<td>Pacific Northwest District Council of Carpenters</td>
<td>June 30, 2009</td>
<td>June 30, 2011</td>
<td>pending ratification</td>
</tr>
<tr>
<td>Teamsters/University of Montana Mechanics</td>
<td>June 30, 2009</td>
<td>June 30, 2011</td>
<td>pending ratification</td>
</tr>
</tbody>
</table>

The beginning and ending dates of almost all agreements coincide with Montana’s biennial fiscal years. These agreements cover eligible employees at the various campuses. Union affiliation is determined in accordance with unit determination. All collective bargaining agreements must be negotiated and executed by the Commissioner of Higher Education on behalf of the Board of Regents. The University Faculty Association is the exclusive bargaining representative for all persons on academic appointment at UM to the ranks of instructor through professor and other academic personnel on .5 or more FTE appointment, with the exception of faculty in ROTC, the School of Law, and the College of Technology, as well as deans, certain directors, and other members of the central administration. Under terms of the CBA, academic department chairs and program directors are represented by the UFA and are regarded primarily as faculty members rather than administrators. All of the bargaining units require membership for employment, although exceptions may be granted to those with beliefs that are contrary to union membership. Of the existing bargaining units, over 85% of the classified employees on all campuses are represented by the Montana Public Employee Association (MPEA). The other collective bargaining units cover traditional areas of trades, crafts, and other facilities personnel. In addition, there is a small group of classified employees not included in any bargaining unit. These employees are typically employed in positions performing confidential and labor relation activities or serve as management or supervisory officials as outlined by Montana statute.
STANDARD SIX: GOVERNANCE

The University has a strong history of working collaboratively with labor partners to implement improved practices for the benefit of the campus. Some recent examples are listed below.

- MUS Recruitment and Retention Task Force (November, 2006): The Board of Regents directed OCHE to create a task force to address recruitment and retention issues. This task force was composed of both administrators and union representatives who worked cooperatively to recommend specific actions. Based on the recommendations from this report, the Board of Regents supported pre-budget salary planning and a variety of policy recommendations to enhance quality of work-life.

- UM’s Labor Management Committee (October, 2006): This committee is composed of UM managers and supervisors and MPEA classified staff. This committee is currently analyzing options for improving management education on the campus. Their recommendation to include a team of staff members on the Student Retention Task force was implemented by the Provost.

- Custodian Study Task Force (May, 2008 – May, 2009): This joint labor committee studied the work load and pay levels of custodians across the campus. The recommendations from this committee resulted in new titles and pay structures for custodians.

- University Faculty Association (July, 2008): UFA worked collaboratively with Human Resource Services, Office of the Provost, and UM’s Partnership for Comprehensive Equity (PACE) to pilot an innovative family accommodation program for faculty.

- Inversion Committee (November, 2007): In the fall of 2007 a committee was formed at The University of Montana to examine salaries of faculty as they relate to inversion, compression, and salary floors. Bringing the UFA and UM administration together to consider ways to address the problem exemplifies both parties’ willingness to seek a practical solution that advances the interests of all parties.

AFFIRMATIVE ACTION AND NON-DISCRIMINATION

Administration, faculty, staff, and students are committed to work together to create an environment at The University of Montana which respects, welcomes, encourages, and celebrates diversity. This commitment extends to diversity in all its forms, including race, sex, disability, religion, ethnicity, age, sexual orientation, gender identity, political beliefs and ideas, culture, national origin, veteran status, marital status or familial status, and social origin or condition.

Equal Opportunity Policies that Address Non-Discrimination

Human Resource Services Policy 406.4 xxxiii Equal Opportunity Policy/Non-Discrimination, provides all people the equal opportunity for education, employment, and participation in University activities without regard to race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law),
veteran status, sex, age, political ideas, marital or family status, physical or mental disability, or sexual orientation (Exhibit RE 6-03.) The University recognizes and implements the state preference for qualified veterans and qualified disabled applicants for employment.

**Accountability for Ensuring Affirmative Action and Equal Opportunity**

The University of Montana supports and maintains an Equal Opportunity and Affirmative Action Office under the leadership of its director, Lucy France. However, all University administrators, faculty, and staff are charged with the responsibility of assuring that the principles of affirmative action and equal opportunity are implemented.

In order to ensure that the University’s selection and promotion standards and procedures are consistent with principles of equal opportunity, the director of Equal Opportunity and Affirmative Action works closely with Human Resource Services to regularly review policies and procedures and make modifications as necessary.

The University of Montana consolidated the recruitment office in the Fall of 2007 to create a more consistent approach to recruiting across the campus. Searches for all faculty (tenure track and full time adjuncts), all staff and all contract professionals are administratively overseen by Human Resource Services. The University of Montana’s Office of Equal Opportunity and Affirmative Action has partnered with the Human Resource Services Recruitment Office to provide information, best practices and other data relevant to the hiring of American Indians, other minorities and women as well as those who have disabled or veterans status. At the initial meeting of each faculty search committee, the EEO officer/designee reviews important information regarding search criteria, process, protected classes and other significant issues related to the recruitment and selection of American Indian and minority candidates.

Pre-Interview and Pre-Offer approvals are reviewed by the dean of the unit conducting the search as well as the recruitment specialists to ensure that qualified minority candidates receive due consideration.

During campus visits, “neutral” parties are often available to meet with candidates on site to answer questions directly related to the search process, collective bargaining agreements, the department’s resources, the geographic area and what it offers, or any other issue. Providing a neutral University representative to respond to these questions creates a more welcoming environment by removing potential barriers/awkward situations that may arise due to the potentiality of sharing protected class information. The UM Provost and President have also granted recruitment exceptions when qualified minority candidates have been identified and they can demonstrate to hiring authorities and academic departments that they possess the knowledge, skills and abilities required to obtain a tenure-track appointment. Finally, all new employees are provided with an Equal Opportunity training session which includes a discussion of the University’s nondiscrimination policy and explains the discrimination grievance procedure. Training and information about nondiscrimination are provided to the rest of the campus community on a regular basis through various media.

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Affirmative Action Plans and Diversity Action Plans

The University demonstrates commitment to diversity, affirmative action and nondiscrimination/equal opportunity. The University’s Diversity Action Plan for 2007-2009 describes the multitude of programs and services which are targeted to increase the diversity of the faculty, staff and students at the University. The Diversity Action Plan also outlines goals and initiatives to increase diversity for each year. Some historical efforts to increase diversity have been successful. For example, UM:

- Doubled the enrollment of Native American students between 1992 and 2007;
- Doubled the number of Native American social and professional clubs and societies;
- Increased the enrollment of students with disabilities to 903; and
- Graduated 146 students with disabilities in FY 2007, a 73% increase over 1992.

The University normally prepares annual Affirmative Action Plans. The last plan was prepared in 2007, and new plans are in the process of being prepared. They are expected to be completed by spring 2010 and then back on schedule to be developed annually thereafter. The Affirmative Action Plan contains analyses of the workforce at the University. It identifies areas in which the University is deficient in recruiting and retaining minorities and females in the workforce. Finally, it summarizes the University’s efforts to correct deficiencies and continue to promote principles of equal opportunity. The current Affirmative Action Plan is available on the Equal Opportunity and Affirmative Action Office website.

The total number of employees, both faculty and staff, at The University of Montana (including the Missoula College of Technology) increased approximately 6% from autumn 2004 to autumn 2008. However, the number and proportion of employees who are Native American or other minority, including non-resident aliens, appear to have remained relatively stable over the last few years averaging roughly 8% of total employment. Even so, these statistics may not accurately reflect actual populations because the number of employees who choose not to declare ethnicity increased by over 60 new employees in 2008 (see Figure 6-01).

Figure 6-01 – Diversity Trends in Employee Population, FY 2004-2008
A task force composed of Diversity Advisory Council members and other faculty, staff and students from across campus is currently working on recommendations to increase diversity at the University and preparing to draft proposed revisions to the institutional Diversity Plan.

**Academic Expectations to Promote Diversity with Students**

All undergraduates must take a “nonwestern” general education course. Courses in Native American Studies, African American Studies, and in other areas focusing on history, culture, religions of minorities, and non-Western cultures fulfill this requirement. A number of programs include multicultural awareness in the curricula, but the School of Journalism deserves special note. In 2000 the School instituted an American Indian Journalism Program. A yearly Native American Honors class is offered in which photo and print journalism students produce an in-depth high quality publication of an issue of importance to the Native American community.

**Programs and Services to Promote Affirmative Action and Diversity**

The Vice President for Student Affairs oversees the University Center, which is home to student-centered diversity organizations, as well as the National Coalition Building Alliance and the Multicultural Alliance. The Multicultural Alliance (MCA) aims to unite The University of Montana students, staff, and faculty in building a more diverse and welcoming campus. Working in collaboration with academic programs and student organizations, MCA sponsors educational and entertaining cultural events, meetings, classes which will encourage personal growth and will create an environment of diversity and equality on campus. The American Indian Student Services Program was established in 2003 to provide services focused on the improvement of academic performance and retention of American Indian students.

The University of Montana Rural Institute: Center for Excellence in Disability Education, Research, and Service is funded by a discretionary grant program for public or private nonprofit agencies affiliated with a university. Annual grants provide for interdisciplinary training, exemplary services, research, technical assistance and information dissemination. The Rural Institute advocates and supports full participation in community life by rural Americans of all ages. The broad-based mission is accomplished by more than 80 individuals in more than 40 grant funded projects in 4 general categories: Interdisciplinary Training, Community Services, Applied Services, and Dissemination of Information. Examples include the Community Service Training Initiative (started in 1997) that provides training that enhances direct supports and services for individuals with developmental disabilities; technical assistant activities and community training for individuals with disabilities and their families, professionals, para-professionals, policymakers, students and volunteers; and research endeavors in vocational rehabilitation, independent living, health promotion, aging services, early intervention, school and community inclusion, self-employment, community resources and American Indian disability issues.

Partnership for Comprehensive Equity (PACE) Project: Funded by a cooperative agreement with the National Science Foundation ADVANCE program, the PACE Project focuses on promoting quality through diversity in thirteen science departments, and developing policy on recruitment and retention of women faculty across campus.
In 2006, the University began hosting an annual Day of Dialogue. This is a symposium designed to engage the entire campus community and the public in a daylong discussion concerning diversity issues. This event continues to grow every year. The campus-wide participation in this interdisciplinary discussion fosters an atmosphere of inclusiveness which effectively increases all aspects of diversity.

**RETENTION STRATEGIES**

The University of Montana is privileged to have accomplished, competent and engaged administrators, faculty, and staff. Many UM employees are routinely recognized by national and international awards such as Guggenheim Awards, Pulitzer Prizes, National Science Foundation career grants, and Carnegie Foundation Awards for the Advancement of Teaching. The University of Montana’s continued success is dependent on recruiting and retaining this type of talent.

Higher education campuses in Montana are feeling the pressure of the current economic recession. While UM leadership believes the recession is temporary, efforts have been made throughout the budget and planning process to keep job retention as a number one goal. In addition, during the past few years, several initiatives have been implemented to ensure that the University is both attractive and supportive of employees regardless of position and/or tenure.

**Attractive Culture Based on Strong Ethics**

Montana Creed – Statement of Ethical Principles: This is a set of inspirational expectations for all campus members which was developed and finalized in 2007. The Creed provides a framework for individual members of the campus community to reflect and commit to creating a culture of respect and integrity in word and deed. It appears prominently at the beginning of the Strategic Directions for the University.

**Innovation through Research and Assessment**

Partnership for Comprehensive Equity (PACE): PACE is an initiative to recruit and retain women in the science faculty at UM that has been funded through a National Science Foundation ADVANCE agreement. Through work with ADVANCE universities across the nation, PACE has collected research on issues related to retaining female faculty members and faculty of color. From this work a number of new work-life balance policies were implemented (see below). In addition, a Retention Guidebook for deans and chairs was developed using the research. It highlights the broad range of ideas to develop and sustain a supportive work environment at UM PACE annual reports may be found online.

ModernThink Survey by The Chronicle of Higher Education: In Spring 2008, UM participated in this national benchmark survey. Faculty, administrators and professional staff were invited to respond to this web-based survey that asked questions related to the following categories: job satisfaction, career development, compensation and benefits, facilities, participation in college governance, institutional loyalty and culture, relationships with supervisor, confidence in senior leadership, employee relations, communication, collaboration, fairness, and respect. Results were shared with Quality of
Work-Life Committee, the executive officers, the academic officers, the Academic Strategic Planning Committee, and other interested groups on campus.

The areas of strength included:
- Employees feel their talents are being used
- There is high flexibility in their day to day work-life
- Good relationships with first line supervisors, coworkers and students
- Sense of pride for UM
- Fair policies and practices

The top areas of improvement included:
- Adequate time and resources to pursue academic interests
- Effective communications from senior leadership
- Pay concerns
- New faculty orientation and faculty development
- Clarity on how to allocate limited resources.

As a result of the above feedback, administrators and leaders have improved communication efforts, redesigned new employee and faculty orientation, and plan to implement a new faculty development unit at UM. In addition, a campus-wide conversation was initiated on how to effectively manage the budget gap in 2011.

New Policies and Programs

A primary focus during the past few years has been to implement policies and programs that support work-life balance. In January 2008, the University adopted Faculty Work-Life Policy 101.6. This policy includes a tenure clock extension request, FTE reductions, and a spousal accommodation policy. Another new policy is the Breastfeeding Accommodations and Support Policy 406.7 which provides campus based advocacy resources for employees who chose to breastfeed. The Dependent Care-Workplace Alternatives Policy 402.1 provides options for classified staff to have flexible work options, work site child care and telecommuting. All of the above policies can be found in Exhibit RE 6-03. In addition, a new Quality of Work-Life website has been designed to inform UM employees about campus and community resources.

Summary and Analysis

The University of Montana provides a wide range of quality educational programs while remaining one of the nation’s lowest-cost doctoral universities. This organizational achievement is realized due to a core value in shared governance and collaboration. From top leadership to front line employees, there is an expectation that constituency based committees will be used and/or developed to solve system-wide challenges at The University of Montana.

A strength in UM’s governance is the balance between the stable leadership in President Dennison and the infusion of new leadership such as Provost Engstrom and other leaders hired in the past few years. This leadership stability results in fewer missteps when solving the complex challenges facing the University. Senior leadership is responsive to evaluation processes and employee feedback. For example, improvements have been
observed in the quality, frequency and methods in communications from senior leadership to the campus community.

The University improved access to information needed for effective and timely decisions, and there is a strong focus on continuous improvement in operational efficiencies. The processes used to plan, budget and evaluate programs effectively link state wide governance to systems on the UM campus. With that said, the systems are still complex and may require more education for employees on how they work and the impact they have on operations.

For the most part, faculty, staff, and administration accept that considerable energy must be expended toward maintaining a strong University despite diminishing resources. This is an organizational strength of UM, but the willingness for employees to be engaged is influenced by what they see and feel from leadership to support their efforts. While leadership must look for ways to improve salaries for administrators, faculty, and staff, considerable strides have been made to implement programs that support work-life balance and faculty/staff development.
WEBSITES REFERENCED

i Board of Regents (BOR) Bylaws: http://mus.edu/borpol/bor200/201-7.pdf


iv Montana Code Annotated Title 20, Chapter 25, University System:

   http://data.opi.state.mt.us/bills/mca_toc/20_25.htm

v UM Policy Manual: http://www.umt.edu/Policies/


vii OCHE Organizational Chart: http://mus.edu/che/OCHEorg.pdf

viii BOR Policy 205.2, President’s Duties and Responsibilities: http://mus.edu/borpol/bor200/205-2.pdf

ix President’s Goals and Objectives: http://www.umt.edu/president/goals/default.aspx

x University Staff Ambassadors Program: http://www.umt.edu/usa/

xi UM Committees: http://www.umt.edu/committees/

xii BOR Member Profiles: http://mus.edu/board/BORmembers.asp

xiii Commissioner of Higher Education Sheila Stearns: http://mus.edu/che/che.asp

xiv BOR Meeting Agendas: http://mus.edu/board/meetings/meetings.asp


xvi Faculty Senate Bylaws: http://www.umt.edu/facultysenate/articles/default.aspx#Bylaws


xviii BOR Academic Program Plans: http://mus.edu/asa/academicplans/academicprogramplans.asp

xix Montana Code Annotated 20-25-305, University President powers and duties:

   http://data.opi.state.mt.us/bills/mca/20/25/20-25-305.htm

xx Institutional Data: http://www.umt.edu/plan/Institutional%20Data/default.aspx

xxi BOR Policy 700, Personnel: http://mus.edu/borpol/bor700/bor700.asp


xxiii Human Resource Services: http://www.umt.edu/hrs/recruitment.html
STANDARD SIX: GOVERNANCE

xxiv 2007 MUS Recruitment and Retention Task Force Advisory Report:

http://www.mus.edu/board/meetings/2007/Sept07/Staff_Comp/TaskForceRecruit+Retain
ReportSept07.pdf

xxv NWFCO Job Gap Study: http://www.nwfco.org/job_gap.htm

xxvi MUS Pay Plan: http://www.umt.edu/hrs/compguide.htm

xxvii Faculty Senate meeting minutes: http://www.umt.edu/facultysenate/minutes/default.aspx

xxviii Faculty Senate Annual Report:

http://www.umt.edu/facultysenate/archives/annualreports/default.aspx

xxix ASUM resolutions, agendas, minutes:

http://life.umt.edu/asum/about_asum/asum_senate/default.php

xxx Staff Senate bylaws: http://www.umt.edu/StaffSenate/bylaws.htm

xxxi MUS Staff Associations: http://www.montana.edu/mussa/

xxxii MUS Collective Bargaining Agreements: http://mus.edu/hr/cba/collbarg.asp


xxxi Diversity Action Plan:


xxxv Equal Opportunity and Affirmative Action Office:

http://www.umt.edu/president/EEO/default.htm

xxxvi Day of Dialogue: http://www.umt.edu/dayofdialogue/

xxvii The Strategic Directions for The University of Montana:

http://www.umt.edu/president/strategic.aspx

xxviii PACE Annual Report: http://pace.dbs.umt.edu/PacePages/Reports.html

xxix UM Policy 101.6, Faculty Work-Life: http://www.umt.edu/Policies/100-AcademicAffairs/FacultyWork-Life.aspx

xlii UM Policy 402.1, Dependent Care Workplace Alternatives: http://www.umt.edu/Policies/400-HumanResources/dependant.aspx

xiii Quality of Work-Life: http://www.umt.edu/hrs/qualityworklife.
STANDARD SEVEN: FINANCE

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7.A: FINANCIAL PLANNING

The University of Montana is one of two flagship campuses of The Montana University System, and operates under the governance of a seven-member state Board of Regents (BOR). The Regents, appointed by the Governor and confirmed by the Legislature, create policies and procedures to govern the campuses in the University System. In addition, under constitutionally delegated authority, the Regents set strategic planning priorities and allocate to the campuses the budget authority appropriated by the Legislature.

Within these broad parameters, the University plans and allocates resources in a proactive and participative process fully described in Standard 1: Institutional Mission and Goals, Planning and Effectiveness. The following illustrates the linkage between assessment, planning, and budgeting in the current and upcoming biennia.

Figure 7-01 – Planning, Budgeting, and Assessment Cycle 2009-2011

As shown, the assessment process informs planning priorities and goal setting. The President formally communicates the current conditions, upcoming priorities, and targets for achievement in the annual State of the University address. Campus planning committees compile initiatives for the upcoming biennium, submitting them for the consideration of the Board of Regents, in the year prior to the next legislative session. These priorities, as approved by the Regents, shape the agenda for the discussion with the Executive and Legislative branches of government as the Governor’s budget proposal is compiled and the Legislature deliberates on the issues of the State’s budget and
appropriations for the next two years.

Recently, statewide planning and budget discussions have focused on the issue of affordability; minimizing tuition increases has been the shared goal of the University, the Regents, the Governor, and the Legislature. As a result, resident tuition remained flat for FY 2008 and FY 2009, and will rise only 3% for baccalaureate and graduate students in FY 2010 and FY 2011, while two-year and certificate-seeking students will see their tuition remain flat for another biennium.

Maintaining affordability of tuition, while continuing to ensure access to the appropriate array of quality academic programs and student support, is an increasing challenge, particularly as Montana experiences its share of national and global economic difficulties. That said, the University was able to strike an accord whereby, although State appropriations were limited, and failed to fully fund the inflationary and contractual cost increases of a current services budget, the combination of continued success in strategic enrollment growth, modest tuition increases, and prudent cost-cutting in non-academic areas yielded a balanced budget that should ensure continued accomplishment of our mission.


In preparation for the legislative session, the Commissioner of Higher Education and the Board of Regents, with input from the campuses, develop a budget request based on expected inflationary increases and initiatives for achieving the strategic goals of the system. The budget request is submitted to the Governor for funding. After receiving the request, the Governor's Office develops its own budget for the Montana University System, composed of a base (the first year's expenses in the current biennium), adding an element of current service budget adjustments (called “Present Law Adjustment”) for inflation and enrollment growth, as well as general pay plan increases. Ideally, consideration is given to the Board of Regents budget request, including proposals for new funding of strategic initiatives.

As stated previously, the Montana Constitution vests in The Board of Regents of Higher Education broad authority to manage the campuses of the Montana University System. Therefore, once the Montana Legislature establishes a lump sum appropriation each biennium for the Montana University System, the Regents decide on the allocation of this lump sum among the campuses, and set the tuition rates charged by each campus. The Regents also have final approval of biennial enrollment projections submitted by the campuses, and estimates of other income. In so doing, the Regents set total spending authority for each campus. Should the campus realize additional revenue, spending in excess of the previously approved total requires additional delegated authority.

Within these parameters, campuses submit for Regents’ approval summary budgets, which must support the achievement of the Regents’ broad strategic goals. It is the responsibility of the campus to prepare, manage, and control detailed budgets in support of the institutional mission, and exercise stewardship to ensure fiscal stability and compliance with State and Federal law.
7.A.2: Strategic Financial Planning

Effective strategic planning, budgeting, and assessment are all components of a comprehensive resource management process critical to the ongoing success of The University of Montana. Planning is a structured process in which the University develops long-term priorities and initiatives. The loci of planning are both central and distributed. Several functional areas of focus have specialized strategic planning processes. These include campus master planning, information systems planning, and library planning, as well as strategic plans for Academic Affairs, Student Affairs, and Research. In addition, annual operating plans are prepared by all designated and auxiliary-funded operating units on the campus, as well as individual schools and colleges. These distributed planning efforts are consistent with, and under the broad leadership of, the campus planning processes centered in the Office of the President, the Executive Planning Council, and the Strategic and Budget Planning Committee.

The Executive Planning Council (EPC), the Strategic and Budget Planning Committee (SBPC), and the Office of Planning, Budgeting, and Analysis (OPBA) coordinate the planning process to ensure timely development and management of the operational budgets and plans. The EPC is made up of the President, Provost and vice presidents, and the Chair of the Executive Committee of the Faculty Senate. The function of the council includes the determination of the range of the University's operations in accordance with the University's strategic initiatives, and the development of planning parameters. The SBPC is made up of the Provost and Vice President for Academic Affairs, the University's other vice presidents, four representatives of the academic officers, six faculty members, two students, five members of the professional staff, and two members of the classified staff.

In turn, the planning process provides the basis and framework for both capital and fiscal budgeting. Budgeting, of course, involves allocating the appropriate resources to achieve these objectives. Although budgets are prepared and maintained on a fiscal (annual) basis, budget parameters are largely determined biennially. As stated earlier, tuition rates and general fund appropriations are determined by the Regents for a biennium at a time, as are student fees which effectively determine revenues for auxiliary enterprises. The illustration above highlights the fact that, in order to affect the priority-setting for the biennial process, the campus level budget planning committees must work proactively more than a year in advance of the legislative session, or nearly two years prior to the implementation of the resulting biennial budget.

Even so, the campus uses a monitoring structure to adjust operating budgets for the second year of a biennium, accounting for refinement of enrollment-related and miscellaneous revenue, updated expense estimates, and any associated required reallocation of spending authority at the program or unit level. These refinements are compiled and considered by the Strategic and Budget Planning Committee, and implemented by the Executive Planning Council, under the direction of the President. Similarly, any required mid-year adjustments follow the same process, as semester results are carefully monitored utilizing a continuous enrollment analysis/projection structure led by the Enrollment Management Council.

The Campus Development Committee, as described in Standard 6: Governance and Administration, is chaired by the Provost and Vice President for Academic Affairs. Membership includes the University's other vice presidents, deans, the President and...
CEO of the UM Foundation, the Vice President of Development of the UM Foundation, the associate provosts, the Chief IT Officer, the Executive Director of the Alumni Foundation, the Director of Intercollegiate Athletics, the Registrar, the Director of the Montana Museum of Art and Culture, and directors of four other UM centers. The function of the council is to coordinate the long range development and fundraising activities to address facility needs, as well as endowment and scholarship needs.

The Committee on Campus and Facilities\textsuperscript{iv} is made up of the Vice President for Administration and Finance (chair), four faculty members, two staff members, one student, two deans, and a representative from Disability Services for Students. This committee develops recommendations on proposed capital facilities in conjunction with the Campus Master Plan and policies affecting campus development. The committee forwards its recommendations to the President.

The State Legislature's Long Range Building Program (LRBP) is the primary source of funding for non-auxiliary campus capital construction and maintenance of facilities. Requests for all campuses of The University of Montana are submitted by the President to the Board of Regents. Requests throughout the University System are prioritized by the Board of Regents and submitted to the Governor. The Governor, in turn, ranks all requests from the state and submits to the Legislature those believed to be the highest priority. The Legislature makes the final funding decisions. This process is discussed in greater detail in Standard 8: Physical Resources.

The last step, assessment, involves careful analysis of outcomes, comparing the results with established goals and objectives, and gaining an understanding of the components of our mission-critical activities and the environmental factors affecting success, thereby providing a rational basis for the next round of planning. Again, assessment processes at the University are fully described in Standard 1, but it should be noted here that all campus planning and budget processes are informed by a foundation of extensive, ongoing assessment. Although assessment is continuous, and covers every aspect of the University’s mission, it culminates in an annual Assessment Report, a collaborative effort representing each of the vice presidents. The Executive Summary of the 2009 Institutional Assessment Report can be found in Exhibit RD 2A-01.

7.A.3: Annual Budget Publication

The annual operating budget of The University of Montana is presented by the President each September for formal approval of the Board of Regents. This budget is the tangible result of months of collaborative preparation, coordinated by the Office of Planning, Budgeting, and Analysis, involving individual managers of each operating unit or responsibility center on campus. The campus planning committees, particularly the Enrollment Management Council, the Strategic and Budget Planning Committee, and the Executive Planning Council, provide input as well as oversight to the process. Prior to the formal presentation to the Board of Regents, the fiscal staff of the Office of the Commissioner of Higher Education performs an independent technical review of the budget, ensuring that it complies with all applicable statutory, constitutional, and Montana University System requirements. After the budget is formally approved, it is distributed widely in printed form to campus stakeholders as well as advisory board members. Finally, the operating budget is posted in its entirety on the OPBA website.
7.A.4: Review of Debt

The majority of the long-term debt at the University is composed of six series of revenue bonds, approved by the Board of Regents, as detailed in the annual financial audit reports (Exhibit RE 7-02). Proceeds from the sale provide funds to advance, refund, or discharge previously issued bonded indebtedness, and to pay the costs of acquisition, construction, repair, replacement, renovation, and improvement of certain facilities at the University. The revenue stream supporting the bond debt service is derived from auxiliary operations, student fees, and other self-supporting activities clearly defined as pledged revenues within the bond documents. Prior to the issuance of debt, an in-depth analysis is performed to ensure that the revenues pledged to the bonds are clearly defined and meet coverage ratios required by the indenture. These coverage requirements ensure that the debt is not dependent upon revenues that would otherwise be used for educational purposes.

The University believes that renovations and new construction of facilities provided through the issuance of revenue bonds places each of the campuses in a more competitive position for the future. Further, this important investment in the University's facilities is essential to the future health of all campuses of The University of Montana. This debt also significantly increases the liability of each campus and The University of Montana as a whole and is monitored on an ongoing basis by the Debt Management Team, comprising representatives from each of the four campuses. The Debt Management Team also helps ensure compliance with the University’s comprehensive Debt Management Policy implemented in FY 2005 (Exhibit OSM 7-02).

The Debt Management Team, established 10 years ago, has been instrumental in addressing concerns raised by the campus that the University is overextended in its debt. The Team issued a report in 1999 after completing a comprehensive review of the indebtedness of the University. A number of recommendations were made in the report including a recommendation to review the first call date of Series A 1993 bonds in FY 2003, “to determine if there is benefit to the University in taking advantage of call privileges or of restructuring the debt." Since the issuance of the 1999 Debt Management Team report, this and other recommendations put forth have been approved by the Board of Regents to restructure the University’s debt. Through the issuance of Series F 1999, Series I 2004, and Series J 2005 Refunding and Facilities Improvement Revenue Bonds, the University has restructured $109.1 million of previously issued revenue bonds.

In FY 2009, the University engaged two credit rating agencies to assess the credit worthiness of its revenue bond issuances. The University received indicative bond credit ratings of A+ and A1 from Standard and Poor’s and Moody’s, respectively. The ratings provide additional assurance to investors and others, that the University’s revenue bond issuances are high grade, low risk, and safe investments.

This activity, along with other long-term debt, is audited on a regular basis and continues to be reviewed by the Debt Management Team.
7.B: ADEQUACY OF FINANCIAL RESOURCES

7.B.1: Sources of Funds

The total operating budget for The University of Montana for Fiscal Year 2009 is approximately $345 million. The General Funds budget, the primary source of funds for the instructional mission of the University, is approximately $135 million, of which nearly two-thirds comes from students in the form of tuition, and about one-third comes from state appropriations (the ratio was approximately 56% to 44% in FY 1999).

The remaining $210 million comes primarily from restricted funds (about $80 million), auxiliary funds ($46 million), designated funds ($44 million), and plant funds ($37 million). The restricted funds primarily support sponsored research.

The University of Montana Foundation endowment currently stands at around $103 million. Through successful fundraising, and the effective use of donated funds and debt financing, The University of Montana has been able to add $143 million worth of new facilities for instruction, research, and student services over the past 10 years, while $26 million of capital funds has been provided by the state for new construction. Similarly, through creative capital financing and stewardship, the University has made significant progress in addressing deferred maintenance and infrastructure needs, again with relatively small investments from the state.

Recent completion of the capital campaign resulted in over $131 million of capital gifts, including:

- $26 million for scholarships, funding 486 undergraduates and 79 graduate students.
- $11 million in faculty support, including several endowed chairs and professorships.
- $57 million in direct support of academic programs.
- $37 million for construction and renovation of facilities.

Over the past two decades, the portions of the general funds budget coming from the State and from tuition have effectively reversed. Where the State of Montana provided 69% of the education and general funds budget in 1990, it now supports 36%. As a result, while The University of Montana still spends far less in total than its peers to educate a student, tuition rates have risen dramatically, more than doubling over the past 10 years. This situation is all the more alarming because of the relatively low average salaries in the state (Montana ranks 40th in the nation in median household income). The high ratio of tuition to average income, combined with a comparatively small amount of available need-based financial aid creates a real affordability challenge in Montana.

The faculty of The University of Montana has been very successful in competing for sponsored research money, growing from a level of $12 million in 1994 to $71 million in the current year. Research activities also spin off approximately $8.5 million in recovery of indirect costs, and these funds are reinvested in efforts to continue the growth of research. As illustrated in Table 7-01, total funding from this source has grown by 126% in the last decade; over the same period the number of grants awarded grew by 22%. The dollar volume of sponsored research per tenured faculty FTE significantly exceeds the benchmarks in the National Study of Instructional Costs and Productivity \[^{vi}\].
Table 7-01 – Dollar Volume and Number of Grants Awarded FY 1999-FY 2009

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Volume</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>$31,405,857</td>
<td>625</td>
</tr>
<tr>
<td>2000</td>
<td>$38,227,455</td>
<td>629</td>
</tr>
<tr>
<td>2001</td>
<td>$48,168,116</td>
<td>665</td>
</tr>
<tr>
<td>2002</td>
<td>$50,227,277</td>
<td>691</td>
</tr>
<tr>
<td>2003</td>
<td>$60,923,446</td>
<td>742</td>
</tr>
<tr>
<td>2004</td>
<td>$65,731,434</td>
<td>763</td>
</tr>
<tr>
<td>2005</td>
<td>$68,313,457</td>
<td>782</td>
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<tr>
<td>2006</td>
<td>$62,730,341</td>
<td>775</td>
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<tr>
<td>2007</td>
<td>$58,153,226</td>
<td>796</td>
</tr>
<tr>
<td>2008</td>
<td>$64,445,701</td>
<td>862</td>
</tr>
<tr>
<td>2009</td>
<td>$71,094,279</td>
<td>763</td>
</tr>
</tbody>
</table>

Resources provided by The University of Montana Foundation from private gifts and bequests support the students, programs, and services of the University in a variety of ways. Table 7-02 shows UM Foundation support for Fiscal Years 2006 to 2009.

Table 7-02 – Academic and Institutional Support and Scholarship Awards Funding – UM Foundation

<table>
<thead>
<tr>
<th></th>
<th>FY 2006</th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic and Inst. Support</td>
<td>$5,588,301</td>
<td>$6,043,645</td>
<td>$7,866,354</td>
<td>$6,126,111</td>
</tr>
<tr>
<td>Scholarships and Awards</td>
<td>$2,634,370</td>
<td>$2,994,728</td>
<td>$3,513,964</td>
<td>$3,837,574</td>
</tr>
</tbody>
</table>

The allocation of resources among the various programs is informed by the strategic planning process, reflecting the mission, goals, and priorities of the institution. As seen in Standard 7 – Finance Table 2, programs which have grown relative to total current funds expenditures since 2006 include Academic Support, Plant Operation and Maintenance, and Scholarships and Fellowships.

Trends in the major objects of expenditure during this period will be discussed in further detail in section 7.B.5.
Expenditures from extramurally funded grants and contracts have grown significantly, due to institutional investments in recruitment and startup for new faculty—from $7 million in FY 1990 to $67 million in FY 2009, an annual growth rate of 7.77%. The number of scholarly peer-reviewed publications has grown steadily (ISI Web of Knowledge). Annual publication rates have tripled in the last two decades, and the quality and importance of the research is impressive. In the last five years, UM faculty published nearly 30 papers in the premier science journals *Science* and *Nature*. The Office of Technology Transfer has aided transfer in biomedical and pharmaceutical sciences, chemistry, wildlife biology, and computer science, leading to 21 active licenses with local, national, and international companies. The growth of the research enterprise has helped nearly 20 faculty members create nine different spin-off companies.
7.B.3: Financial Stability

Financial statements for 2005 through 2009 are made available as Exhibit OSM 7-01. The University is able to satisfy current operating and non-operating expenditure requirements with revenue from current operating and non-operating sources.

In FY 2008 the University adopted the provisions of GASB 45, Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions, issued by the Governmental Accounting Standards Board (GASB). The standard requires that the cost of postemployment healthcare benefits be accounted for under the accrual basis of accounting, where the cost of benefits to employees is recognized in periods when the related services are performed. The University is affiliated with the Montana University System Group Insurance Plan, which provides optional postemployment healthcare benefits to eligible University employees who receive retirement benefits from State of Montana sponsored retirement plans. Retiree monthly premium rates are substantially less than the cost of providing benefits to this group of employees. The actuarially calculated unfunded liability related to the “implicit rate subsidy” at the end of FY 2009 was in excess of $78 million, which is being amortized over 30 years. At this time, there is no plan by the University or the Montana University System to fund this liability. Over time, this will cause an accumulated deficit in reported unrestricted net assets in the University’s financial statements. The University does not believe, however, that this liability will ever be realized and believes GASB will rescind this provision of the standard.

7.B.4: Fund Transfers

All transfers among major funds and inter-fund borrowing comply with the Montana Department of Administration's Management Memo Number 2-02-04, "Transfers and Capital Contributions." (Exhibit OSM 7-03).

7.B.5: Financial Support for Occupational, Technical, and Professional Programs

Because the University has operated for many years with limited financial resources, it has become adept at operating efficiently. As a result, although The University of Montana is one of the lowest-cost doctoral universities in the country, it continues to provide a diverse array of high quality educational programs and student services. As discussed earlier, while tuition has to some extent supplanted insufficient State appropriations support, limited individual and family income in Montana has made affordability a particularly acute issue, and has caused the University to use prudent restraint in tuition decisions. The recent willingness of the executive and legislative branches of state government to recognize the connection between State support and tuition affordability has allowed the University to minimize resident tuition increases (flat in the last biennium, only 3% increases for baccalaureate and graduate students in the current biennium, with two-year program tuition remaining flat) and still balance the budget with only minimal spending cuts.

However, as in the past, this balancing comes at the cost of personal sacrifice on the parts of faculty and staff of the University. Once again, salary increases have been curtailed, with no general increases for the 2010/11 Biennium. Only a small pool is provided for
contractually required faculty merit and promotion increases, and no base salary increases will be implemented for staff. While this situation is all too common nationally in the current economic environment, it is unfortunately not new to Montana. In the decade culminating in the 2010/11 Biennium, four of the ten years have seen no salary increases, and two of the years saw only 2% increases. At the same time, workloads have remained high. In order to ensure continued academic quality, the University has invested scarce resources in needed faculty positions to maintain and even improve student-faculty ratios. The University has competed successfully in the marketplace for new faculty, particularly at the Instructor and Assistant Professor levels. However, the lack of adequate inflationary increases over the years has taken its toll by causing noncompetitive faculty salaries at the Associate and Professor ranks, and the problem generally becomes more acute with longevity. Additionally, budget constraints have largely precluded staff expansion and workloads have grown as enrollments have continued to grow.

Still, The University of Montana has gained some ground. While still lagging national benchmarks, the University’s expenditures per FTE have actually grown faster than the national averages over the past decade. Moreover, strategic budget allocations have enabled the University to make prudent investments in needed academic programs and key faculty positions, facilitating impressive growth in sponsored research, continued gains in market share of enrolling Montana graduating high school seniors, and renewed national competitiveness for out-of-state students.

Moreover, strategic resource allocation at both the State and campus level have borne fruit, specifically in disciplines and delivery options aimed at occupational, technical, and professional programs. In the past two biennia, one-time-only funds have been budgeted for instructional equipment and two-year programs, particularly in technical and workforce training programs. In addition to expanding nursing and allied health programs, a new master’s program in public health was added in 2006, and a badly needed program in communicative sciences and disorders implemented in 2009 will add both baccalaureate and master’s-trained professionals to the job force. At the same time, online course offerings and enrollment have seen phenomenal expansion, growing by more than 100% since 2006.

Finally, the University has been responsive to community needs by expanding access to courses in the Bitterroot Valley and by working collaboratively with local job services offices and lifelong learning centers to provide training for workers displaced by the recent economic downturn.
Table 7-03 – Measures of Financial Adequacy: Expenditures per FTE Student for Selected Functions, AY 2002-03, 2005-06, and 2008-09, and U.S. Public University Average, AY 2005-06

<table>
<thead>
<tr>
<th>Function (IPEDS)</th>
<th>The University of Montana</th>
<th>U.S. Public Universities*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$5,117</td>
<td>$5,462</td>
</tr>
<tr>
<td>Research</td>
<td>$2,564</td>
<td>$3,145</td>
</tr>
<tr>
<td>Public Service</td>
<td>$ 647</td>
<td>$ 849</td>
</tr>
<tr>
<td>Academic Support (incl Libraries)</td>
<td>$1,602</td>
<td>$1,450</td>
</tr>
<tr>
<td>Student Services **</td>
<td>$1,214</td>
<td>$1,275</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>$1,095</td>
<td>$1,515</td>
</tr>
<tr>
<td>Plant Operation &amp; Maintenance</td>
<td>$1,255</td>
<td>$1,132</td>
</tr>
<tr>
<td>Scholarships &amp; Fellowships</td>
<td>$ 976</td>
<td>$ 969</td>
</tr>
</tbody>
</table>

*Average for all U.S. public universities, IPEDS, Academic Year 2005-06
**Student Services figures for The University of Montana include athletics.

7.B.6: Sources of Student Financial Aid

The University’s shifting financial support patterns discussed earlier and its increased dependence on tuition as a source of revenue are likewise reflected in the changes observed in student financial aid. As resident students have been paying a significantly higher share of the cost of their education compared to 10 years ago, and nonresidents continue to be expected to pay all of the cost, more students are turning to financial aid. Currently, though, as indicated in Standard 7 – Finance Table 4, the majority of the aid to eligible UM students is in the form of self-help aid, almost exclusively loans to the students, rather than in gift aid. This pattern is typical for most public universities.

In FY 2008, almost two-thirds of the University’s financial aid funding was self-help aid. About 2% was through work-study, both State and Federal, and about 3% for institutional and private loans. The bulk of the self-help aid, 59%, was in Federal loans to students, primarily in subsidized and unsubsidized Stafford loans (32% and 24%, respectively).

Gift aid, on the other hand, accounted for about 36% of the financial aid to UM students in FY 2008, and was distributed relatively evenly among Federal aid (13%), tuition and fee waivers and State scholarships and grants (10%), and UM scholarships and fellowships (11%). The Federal aid was almost exclusively in Pell Grants.

The increasing dependence on financial aid can also be seen in the average awards to qualifying students entering the University in the first-time freshmen cohorts, as shown in Standard 7 – Finance Table 4. The average Federal grant, mostly in Pell Grants to these first-time students, has increased about 52% since FY 2000, from roughly $2,200 to over $3,300 awarded in FY 2008. Part of this increase was the result of a congressionally mandated increase in the Pell Grant amounts. Tuition and fee waivers, along with some State government scholarships and grants, collectively increased about seven-fold during the same period, from an average of $330 to almost $2,500 per award. The University also increased its outlay for institutional scholarships, resulting in a 43% increase in the average award to about $3,100 in FY 2008. The data also show the increased dependence
on loans, with about twice as many students pursuing this option. The average loan amount also increased significantly, about 81% since FY 2000, from about $2,600 to about $4,600 in FY 2008.

7.B.7: Financial Reserves

The University has retained flexibility to respond to probable or unanticipated future events that could have a financial impact. In addition, the University has established reserves to cover unanticipated swings in future retirement costs, as well as reserves for early retirement of debt that could be used for other purposes if necessary.

7.B.8: Income Measurement

Standard 7 – Finance Table 1 shows the history of the various components of total income for the period FY 2006 to FY 2009, along with projections for FY 2010 and FY 2011.

The constantly shifting nature of revenue sources, whether due to changing levels of state support or the implementation of selective tuition freezes, dictates that The Office of Planning, Budgeting, and Analysis remain continually engaged in the detailed analysis of revenues. Tuition and fee revenues are analyzed relative to both student headcount and full-time equivalent students. This analysis is updated each semester, ultimately informing annual, biennial, and long range revenue projections.

7.B.9: Auxiliary Enterprises

Auxiliary enterprises of The University of Montana are expected to be entirely self-supporting in revenue and are not relied upon to generate surpluses for the general and educational operations of the University.

A Student Using a Griz Central Computer Station
7.C: FinanciAL MaNAGEment

The University of Montana currently uses the BANNER Finance System which is fully integrated with BANNER student, financial aid and human resource systems. A combination of BANNER baseline reports, ad hoc reports developed by technical staff, and the University and Montana University System data warehouse reports enables University Officials to make timely and effective management decisions.

In FY 2008, the University established an internal control committee to develop and facilitate the implementation of a process that documents the internal control systems of the University. The documentation will include management’s assessment of their control systems, as well as their monitoring process/practices to ensure the systems are working as intended. The committee will make recommendations to management of the University that will ensure continuous improvement in the internal control framework.

7.C.1: Presidential Reports

The President submits an annual operating budget for approval by the Montana Board of Regents at the beginning of each fiscal year. The budget provides a detailed presentation of proposed revenues and expenditures for the current year and reports actual revenue and expenditures for the previous year. Monthly budget status reports are submitted to the Office of the Commissioner of Higher Education (OCHE). The Commissioner's staff approves immaterial budget changes and material changes are submitted to the Board of Regents for review and approval. See Exhibit RE 7-03 for the FY 2010 Current Unrestricted Operating Budget.

7.C.2: Financial Officers

The Vice President for Administration and Finance is the Chief Fiscal Officer (CFO) of The University of Montana. The CFO sits on the Executive Planning Council and reports directly to the President. His responsibilities include general oversight of finances on all four campuses and of all financial entities of The University of Montana. Individuals who report directly to the Vice President include: Associate Vice President for Administration and Finance; Associate Vice President for Planning, Budgeting, and Analysis; Director of Business Services; Director of Campus Security; Director of Facilities Services; Executive Director of the Adams Event Center; Director of Human Resource Services; and Director of the Island Lake Lodge. All of the directors are experienced managers and hold appropriate professional and academic credentials.

Fiscal responsibility for grant and contract activity resides with the Vice President for Research and Development.

7.C.3 Control of Expenditures and Income

As a state agency, the University operates under the authority of statutes within the Montana Code Annotated, policy and procedures prescribed by the Administrative Rules of Montana, and the Montana Board of Regents Policy and Procedures Manual, and University of Montana Policies (Exhibit OSM 7-04). In addition, departments have developed internal operating procedures. Financial aid programs and resources are controlled and managed by the Office of Financial Aid. University income from all
Standard Seven: Finance

Sources and related expenditures are recorded in the institution's financial management system.

7.C.4: Cash Management and Investment

Choice of investments for state funds is strictly limited by state statute for direct investments as well as for state-pooled funds. Bond indentures further define permitted investments. All investments are made either through the bond trustee or the state investment pool. The University has adopted an aggressive investment policy in an attempt to maximize return within available investment opportunities. Privately donated funds are invested in accordance with policy developed by The University of Montana Foundation.

7.C.5: Accounting System

The BANNER Finance System is designed to allow the financial statements to be presented in accordance with generally accepted principles of accounting. The accounting system interfaces with the State of Montana accounting system which is the source of information used to prepare the State of Montana Comprehensive Annual Financial Report. The University follows the standards of accounting and reporting as prescribed by the Governmental Accounting Standards Board (GASB). For financial reporting purposes, the University is considered a special-purpose government engaged only in business type activities. The University’s financial statements include the basic financial statement required under GASB statements No. 34 and No. 35. The University continually monitors new and proposed standards promulgated by GASB to ensure that applicable pronouncements are implemented timely and effectively. The University also reviews technical guidance provided by NACUBO on various accounting issues.


The University of Montana is subject to a series of various financial compliance and performance audit requirements. Per state statute, the general institutional financial statements are subject to independent audit by the Montana Legislative Audit Division (LAD).

The special purpose audits for The University of Montana require that they be conducted by independent auditors and that they be prepared annually. Independent auditors are typically selected via a bidding process coordinated by the office of Internal Audit. Included in this group of audits are the University's public broadcasting stations (KUFM Television and KUFM Radio), as required by the Corporation for Public Broadcasting; the Athletics program, as required by the National Collegiate Athletic Association, and the revenue bond audit, as required by the Indenture of Trust. Periodic audits of sponsored research programs are mandated and governed by the funding agency in accordance with Federal Circular A-133 or as required by state and private funding sources. All audits are considered public documents and are available for inspection upon request. Copies of the Annual Financial Report, which contain the University's consolidated financial statements, are widely circulated.

LAD conducts a financial related audit of the University on a biennial basis and the results are included in the statewide Single-Audit Report. This audit report complies with
the reporting requirements of the Government Auditing Standards, the Single Audit Act of 1984, and the Office of Management and Budget Circulars. The LAD conducts an annual financial statement audit of the University to determine if the financial operations are properly conducted, the financial reports are presented fairly, and the University has complied with applicable laws and regulations.

All funds received by the University, including those utilized for student financial aid programs, are subject to the audit conducted by the LAD. In performing the financial compliance audit work, LAD uses standards set forth by the American Institute of Certified Public Accountants and the United States General Accounting Office. As a result of the financial compliance and Single-Audit work performed, LAD issues a report and management letter. This report is submitted to and reviewed by the Audit Committee of the Montana Legislature.

7.C.11: Internal Audit

The University's office of Internal Audit reports directly to the President. Its purpose is to provide an independent appraisal function for units of the University. Internal Audit also coordinates external audits of University funds. Internal Audit, on a scheduled and ad hoc basis, conducts routine audits of campus departments and preliminary investigations of any suspected fraudulent activity. The office is adequately staffed with trained and qualified personnel.

7.C.12: Audit Report Recommendations

LAD and independent auditors issue an audit report that includes their findings and recommendations. Internal Audit coordinates and compiles, in writing, the University's response to each recommendation. It also coordinates the development and implementation of an audit plan to respond to all recommendations. While it is the audited department's responsibility to implement any action included in the response, Internal Audit staff provides follow-up review on management's compliance with agreed-upon resolutions. Any ongoing problems are reported to the University's administration.

7.C.13: Availability of Audit Reports

Financial Audit Reports for the past several years are available on the Business Services website (Exhibit RE 7-02).

7.D: FUNDRAISING AND DEVELOPMENT

Established in 1951 with the belief that excellence in higher education could be greatly enhanced through the infusion of private gifts, The University of Montana Foundation (UMF) serves the University as an independent charitable nonprofit organization under Internal Revenue Service 501(c)(3) designation and is the official development office for The University of Montana. A forty-member board of trustees maintains fiduciary and operational responsibility for the UM Foundation and embraces its goals: to work with the University community to ascertain financial needs of the University, to raise private funds to meet the University's needs, and to provide sound stewardship of private assets. The UMF accomplishes these goals by seeking gifts, grants, bequests, and other forms of financial support: conducting public relations programs with alumni, students, faculty,
government entities, the business community, the general public, and other appropriate groups, and by managing the assets of the corporation in accordance with its purpose and fiduciary responsibilities. The UMF works in strong partnership with the University administration, which determines the academic agenda and defines and establishes priorities for UM programs. Total pledges made and gifts received have grown from $7.9 million in FY 1999 to $22.0 million in FY 2009.

7.D.1: Fundraising Activities

As the official development office for The University of Montana, the UM Foundation is responsible for the coordination of all fundraising activities conducted for the benefit of the University (Exhibit RE 7-04). There are other University-affiliated organizations engaged in fundraising that function independently (Grizzly Scholarship Association, KUFM Public Broadcasting, Friends of the Mansfield Library, The University of Montana Alumni Association), but the UM Foundation coordinates the efforts of these organizations. The University of Montana adheres to the centralized constituency fundraising model, whereby all fundraising activities are coordinated by and through The University of Montana Foundation.

Development officers are assigned to each of the University's units and report jointly to their respective college or school and the UM Foundation.

The UMF oversees all fundraising and development activities in order to ensure appropriate approaches are made to donors from the private sector. Institutional fundraising priorities are determined by the Campus Development Committee (CDC). Whereas the Office of Research and Development has primary responsibility for soliciting and administering government grants and contracts, UMF has primary responsibility for soliciting and administering all philanthropic gifts, awards, endowments, and life income agreements.

The UM Foundation practices the highest standard of financial accountability to donors as monitored by its Board of Trustees. Confidential information pertaining to donors or prospective donors is carefully protected so that the relationship of trust, integrity of the institution, and right to privacy is maintained. Independent accountants audit the UMF annual financial statement and Exhibit RE 7-04 contains UMF financial statements and supplementary information (including independent auditor's report) and annual reports. As stated in BOR Policy 901.9xiii, the UM Foundation is requested to submit an annual financial report to the Board of Regents at their December meeting. Such statements should include an expression of opinion by an independent Certified Public Accountant.

The UM Foundation has recently revised its employee handbook, which specifically addresses issues of ethical behavior. Since UMF employees have access to information of a confidential nature, they are forbidden from discussing Foundation business outside of the office. Employees are instructed that charitable donations are the personal business of the donors unless the interested parties give permission for the release of information. The use of UMF funds for the benefit of specific projects, departments, faculty, staff, or students is to be considered confidential. Resources available to staff members include staff meetings, consultation with colleagues through list services on the Internet, affiliation with professional organizations, institutional membership in the Council for Advancement and Support of Education, and individual membership in a variety of fundraising organizations.
7.D.2: Administration of Endowment and Life Income Funds

The UM Foundation is chartered to accept, hold, and invest charitable gifts on its own behalf and on behalf of The University of Montana, its colleges, departments, programs, and affiliated activities. A donor may either designate the gift to generally support the UM Foundation or the University or may designate it to support a specific purpose or activity of UMF or the University. Furthermore, the donor may designate that her or his gift, either an outright gift or a deferred gift, be held permanently in an endowment fund.

Cash donations, received by any unit of the Montana University System and made payable to that unit, will be deposited as Montana University System assets into the state Treasury and recorded on the statewide budgeting and accounting system unless documentation clearly provides evidence of other donor intent or identifies the donation as a result of campaigns or solicitations from a separately incorporated foundation acting on behalf of the University unit. The campus must maintain copies of such documentation. When properly documented, such a cash donation may be forwarded to the separately incorporated foundation.

All UM Foundation funds are managed and invested in accordance with two internal Foundation documents: "Distribution of Spending Allocation from Pooled Investments" and "Statement of Investment Objectives and Policy." The investment policy establishes clear understanding of the investment goals and objectives of the UMF. It sets forth the guidelines and restrictions to be followed by the investment managers including risk and return parameters, and the long-term target asset allocation for the investment portfolio. Investments consist of marketable debt and equity securities purchased through institutional mutual funds as well as fixed income securities held in individual accounts in the Foundation’s name and funds of funds investment partnerships. Investments are carried at fair market value. Increases or decreases in fair value are recognized in the current period as investment gains or losses. In order to maintain the real value of permanently restricted net assets, the UM Foundation has adopted a policy whereby a portion of total pooled investment return is reinvested as temporarily restricted net assets, and is unavailable for current expenditure.

Assets to fund charitable trusts may be transferred directly to the UMF, if it will serve as trustee. As trustee, the Foundation manages and invests the assets of the trust. Each trust established is separately accounted for in compliance with the trust agreement, state trust law, and Foundation policies governing gift acceptance, investment, spending, and fee assessment.

Complete records are maintained for endowment and life income funds including the original gift agreement or contract signed by the donor, a record of the gift(s) transferred, a copy of the acknowledgment, and substantiation provided to the donor. The Foundation refers to the gift agreement or contract to ensure that all terms of the gift are followed. Chairs and department heads are given a report on a quarterly basis on the status of all endowments and scholarships that are designated for their unit. Donors who have established an individual endowment fund are provided with a fiscal year-end financial summary of the status of the fund including gifts credited, earnings and fees posted, and expenditures made. Donors who have named the Foundation trustee of a charitable trust receive a calendar year-end financial summary showing the trust’s change in fair market value. Charitable gift annuity and trust beneficiaries receive the appropriate Form 1099-R.
or Schedule K-1 to report the annual income distributed to them. The Foundation files the required reports for each of the life income gifts it holds.

7.D.3: Relationship with the UM Foundation

The UM Foundation is an independent corporation whose relationship with the University is governed by its Articles of Incorporation and Bylaws of the UM Foundation as filed with the Secretary of State of the State of Montana. The University agrees to encourage and maintain the independence of the Foundation and, at the same time, foster the cooperative relationship between the University and the Foundation.

The University of Montana has a clearly defined relationship with The University of Montana Foundation as spelled out in the Memorandum of Understanding (Exhibit RE 7-04) which is in compliance with the BOR Policy. The UM Foundation's, as well as the University's, responsibilities are clearly outlined in this document which is renewed at the beginning of each fiscal year.
WEBSITES REFERENCED

i Executive Planning Council: http://www.umt.edu/committees/execplanning.aspx

ii Strategic and Budget Planning Committee: http://www.umt.edu/committees/strategicbudget.aspx

iii Office of Planning, Budgeting, and Analysis: http://www.umt.edu/plan/

iv Committee on Campus and Facilities: http://www.umt.edu/committees/Campus%20Facilities.aspx


vi National Study of Instructional Costs and Productivity: http://www.udel.edu/IR/cost/

vii FY 2010 Current Unrestricted Operating Budget http://www.umt.edu/plan/Budget%20Finance/Budget%20Book/default.aspx


x BOR Policy and Procedures Manual: http://mus.edu/borpol/default.asp

xi UM Policies: http://www.umt.edu/policies/


STANDARD EIGHT: PHYSICAL RESOURCES

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STANDARD EIGHT: PHYSICAL RESOURCES

PROFILE: THE UNIVERSITY OF MONTANA

On February 17, 1893 the Montana Legislature chartered what is now The University of Montana-Missoula and charged it with providing a liberal education. The classes were first held in the old South Side School. The initial campus consisted of 40 acres of “excellent land on the south side of the Missoula River.” The first building, University Hall, had its cornerstone laid June 1, 1898, and was accepted and put into use on February 18, 1899. This building still serves today as home of the University’s central administrative offices.

In 1994, the Montana University System reorganized into two separate universities, each comprising four campuses. The flagship campus of The University of Montana is located in Missoula, while the flagship campus of Montana State University is in Bozeman. The combined enrollment of the eight institutions in the system was approximately 39,000 students in the Autumn 2009 Semester.

The University of Montana includes four campuses:

1. The University of Montana in Missoula, in the County of Missoula;
2. Montana Tech of The University of Montana in Butte, in the County of Silver Bow;
3. Western Montana College of The University of Montana in Dillon, in the County of Beaverhead; and
4. Helena College of Technology of The University of Montana in Helena, in the County of Lewis and Clark.

For orientation purposes, site maps of the various campuses of The University of Montana and individual inventory of site facilities are provided in Exhibit RD 8-01.

The University of Montana (Missoula campus, unless specifically stated otherwise) has a current enrollment of 14,207 students, which includes 12,196 undergraduate and 2,011 graduate students. UM employs 1,689 faculty and staff members.

The University of Montana consists of 12 sites, not counting the Montana Island Lodge property, which is owned by the UM Foundation and leased to the University, or the O’Conner Center for the Rocky Mountain West, which leases space from the Boone and Crockett Club in Missoula. The dimensional statistics for The University of Montana property and land are: 408 buildings totaling 4,347,283 gross square feet (GSF) and $788,150,631 in replacement value, located on 33,634 acres. Table 8-01 on the following page provides additional details for the breakdown of these statistics.

Since the last full scale re-accreditation in 2000, The University of Montana has seen an unprecedented period of investment in renovation and new construction of facilities. The majority of the expenditures were funded by donations, revenue bonds, and other self-funding mechanisms. In ten years, The University of Montana has completed new construction, renovations, and deferred maintenance projects totaling approximately
$164,314,336 and resulting in 555,066 GSF of new space. A detailed description of these projects can be found in Exhibit RE 8-05.

Table 8-01 – UM Real Property Dimension

<table>
<thead>
<tr>
<th>Site</th>
<th>Number of Buildings</th>
<th>State GSF</th>
<th>Replacement Value</th>
<th>Auxiliary/Self Funded GSF</th>
<th>Replacement Value</th>
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</thead>
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<tr>
<td>Main Campus</td>
<td>67</td>
<td>1,960,717</td>
<td>$447,401,362</td>
<td>1,208,949</td>
<td>$204,752,355</td>
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<td>South Campus – Facilities</td>
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<td>6,010</td>
<td>$466,726</td>
<td>694,341</td>
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<td>Fort Missoula</td>
<td>9</td>
<td>51,632</td>
<td>$9,690,608</td>
<td>29,032</td>
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<td>Missoula COT</td>
<td>10</td>
<td>141,432</td>
<td>$22,992,099</td>
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<td>Biological Station</td>
<td>69</td>
<td>36,270</td>
<td>$6,863,938</td>
<td>23,568</td>
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<td>Lubrecht Forest</td>
<td>40</td>
<td>43,023</td>
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<td>Bandy Ranch</td>
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<td>Residential Properties</td>
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<td>Miscellaneous Facilities*</td>
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<tr>
<td>Mount Sentinel**</td>
<td></td>
<td></td>
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<td></td>
<td>526.07</td>
</tr>
<tr>
<td>Polich Property**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7.20</td>
</tr>
<tr>
<td>Daly Mansion</td>
<td>11</td>
<td></td>
<td></td>
<td>31,843</td>
<td>$6,072,648</td>
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<tr>
<td>Totals</td>
<td>408</td>
<td>2,274,146</td>
<td>$494,611,666</td>
<td>2,073,137</td>
<td>$293,538,965</td>
</tr>
</tbody>
</table>

* Site maps not available for all buildings on list.

** Sites are designated on Main Campus map.

Real property acquisitions since the last accreditation visit include the purchase of three houses in our property acquisition zone, bounded by 5th and 6th Streets, Arthur, and Van Buren; the acquisition of 2.2 acres of property adjacent to the Flathead Lake Biological Station; and the Daly Mansion Historical Museum and 50 acres of adjacent property in Hamilton, Montana. The Daly Mansion has a special relationship with the University. While it is owned by the University, it has its own Board of Trustees and is responsible for its own operational costs.

In addition to several centers and institutes, The University of Montana consists of the following colleges and schools:

- College of Arts and Sciences
- School of Business Administration
- College of Education and Human Sciences
- College of Forestry and Conservation
- Davidson Honors College
STANDARD EIGHT: PHYSICAL RESOURCES

- School of Journalism
- School of Law
- College of Health Professions and Biomedical Sciences
- College of Technology
- College of Visual and Performing Arts

The University also has an active outreach program through its Continuing Education division. The University’s Carnegie Foundation Classification is Public Research University with a high level of research activity, and the University houses one of the region’s principal research libraries.

ORGANIZATION AND MANAGEMENT OF FACILITIES SERVICES

The office of Facilities Services’ charge relative to The University of Montana’s mission is:

_The mission of Facilities Services is to operate and maintain the University’s Physical Plant and assist in the development of the campus in support of the University’s mission._

The Office of Facilities Services has been organized to support the mission of The University of Montana with respect to facilities operations, maintenance, and development, and is primarily responsible for the State funded fixed assets. Below is a high-level organizational chart for Facilities Services, Figure 8-01. Exhibit OSM 8-02 contains a detailed organizational chart and the 2008 Annual Report, which includes organizational metrics as well as other operational reporting data. Contained in this document are brief descriptions of the organization, responsibilities, and staffing of the various offices within Facilities Services. Additionally, each office’s description includes information on significant organizational changes or program enhancements that have taken place since the 2000 accreditation visit.

Administration

The Director of Facilities Services is responsible, under the direction of the vice president for Administration and Finance, for planning, organizing, staffing, and reviewing programs to ensure compliance with the facilities aspects of The University of Montana’s mission. The Director provides administrative leadership for the following offices:

- Fiscal Operations for Facilities Services
- Planning and Construction
- Maintenance
- Custodial
- Grounds and Labor
- Utilities and Engineering
- Sustainability and Recycling.

Additional functional duties of the Director are to advise the vice president for Administration and Finance on facilities policy issues and operations, ensure compliance
Figure 8-01 – Facilities Services Organizational Chart
with the office’s budgets, advocate for resources to address mission and directives, and interpret policy and directives. The director is also responsible for labor relations between Facilities Services and the seven craft and employee unions represented within Facilities Services, communications with the media and state agencies, providing managerial accounting information to assistant and associate directors, and evaluating the delivery of services and attainment of the office’s mission.

Since the 2000 Accreditation visit, Facilities Services has developed its own web presence. This website provides policy and procedure information for accessing services from the various offices within Facilities Services. This site also contains current information on topics of interest to the campus such as the status of construction projects, and provides an online presence for the work order system, mail services, transportation rentals, and all related accounting and billing information. The Office of Sustainability has recently launched a website which provides information to faculty, staff, and students on the University’s sustainability and initiatives.

Reporting to the director are:

1.0 FTE Administrative Associate
1.0 FTE Associate Director for Planning and Construction
1.0 FTE Assistant Director for Maintenance
1.0 FTE Associate Director for Custodial, Grounds and Labor
1.0 FTE Associate Director of Fiscal Operations
1.0 FTE Assistant Director for Utilities and Engineering
1.0 FTE Sustainability Coordinator for The University of Montana

The total employment of the office as of April 1, 2009, is 220 employees (170.75 FTE).

Administrative Services and Fiscal Operations

The Associate Director of Fiscal Operations is responsible, under the Director of Facilities Services, for providing administrative leadership for Facilities Services’ fiscal operations including accounting and budgeting, and financial and personnel records management. Other areas of responsibility include Campus Stores, Work Order Desk, Facilities Services’ Computing Services, Campus Mail, Vehicle Repair Center, and Transportation Services.

The accounting and computing functions of this office are subordinate to and compliant with the policies and procedures of UM Business Services and Information Technology (IT).

The Accounting, Dispatch, and Purchasing staff provide support to the larger Facilities Services operation, and work in concert with the centralized accounting and purchasing staff located in Business Services. Similarly, the computing staff maintains a number of custom software packages, databases, web pages, and personal computer support in accordance with the policies and procedures established by the campus office of Information Technology. Improvements to data security are currently underway with the construction of a spillover cluster system to improve backup and redundancy of the file, print, and Structured Query Language (SQL) servers. Future plans include establishing a
similar cluster system for the Oracle databases used by the work order and inventory systems.

In FY 2009, a project accountant was hired to work with the Facilities Services and State of Montana Architecture and Engineering Division project managers. This individual works with the project managers on both large and mid-sized projects to ensure that budgets are carefully developed, construction authority is clearly identified, and revenue and expenditure transactions are accurately accounted for. The project accountant also coordinates project financial and budget activity between Facilities Services, UM Foundation, the state of Montana Architecture and Engineering Division, UM Research Office, and academic units within the University.

The Vehicle Repair Center maintains Facilities Services’ maintenance vehicles, lawn and snow removal equipment, generators, and the University’s rental fleet (Transportation Services). The rental fleet consists of approximately 40 vehicles which are available for official campus trips. In an effort to improve the fuel efficiency of the fleet, a number of hybrid vehicles have been purchased, and compact sedans are replacing the mid-sized sedans used in the past. The fleet currently includes hybrid sedans, hybrid sport utility vehicles, mid-sized and compact sedans, minivans, 15 passenger vans, an Americans with Disabilities Act (ADA)-accessible van, and a small pickup truck.

Campus Mail staff collect, sort and process over 1.4 million pieces of mail each year. In addition to processing inter-campus, U.S. Postal Service, United Parcel Service, and Federal Express mailings, Campus Mail also provides bulk mail services. In order to secure significant savings on bulk mailings, the unit has purchased a Direct Address Printing System that manages address lists. It can print addresses with barcodes, return addresses, ancillary service endorsements, and permit indicia, thus reducing the effort and costs departments expend processing large mailings. Tabbing equipment, purchased in FY 2009, will give departments a cost effective way to comply with U.S. Postal Service regulations and achieve greater automation rate savings.

Reporting to the Office of the Associate Director for Fiscal Operations are:

- 1.0 FTE Project Accountant
- 7.0 FTE Facilities Services Support (Record Keeping, Campus Stores)
- 2.0 FTE Computer Maintenance
- 3.0 FTE Vehicle Repair
- 1.0 FTE Transportation Services
- 5.85 FTE Campus Mail

The total employment of this office, including the Associate Director, as of April 1, 2009, is 24 employees (20.85 FTE).

**Planning and Construction**

The Associate Director for Planning and Construction, under the Director of Facilities Services, provides administrative leadership for architectural and construction services for all offices and academic departments of The University of Montana-Missoula. This charge includes providing services to the other campuses of The University of Montana upon request or direction.
The primary functions of the Office for Planning and Construction are as follows: advise the Director of Facilities Services on matters of architectural and engineering services, perform administrative and supervisory duties in directing the sole source for construction and planning activities, and provide architectural and engineering design services and construction management services for all delegated renovation and construction projects. The Associate Director also is charged with maintaining and developing all Facilities’ Services inventories of buildings, including inventories of renovation and construction needs, and providing documentation services to campus and record management services for all maps, drawings, and construction documents. Moreover, the Associate Director provides and enforces code compliance and coordination of the Long Range Building Program requests, provides estimates for minor renovations, and is solely responsible for obtaining and securing professional services for construction and renovation projects. Finally, the Associate Director for Planning and Construction acts on behalf of the Director of Facilities Services in the latter’s absence.

Since the 2000 accreditation visit, Planning and Construction has instituted new construction standards for projects performed on The University of Montana campus (Exhibit OSM 8-03) and has put in place the Montana University System Facilities Condition Inventory System (Exhibit SM 8-02). Finally, since the last accreditation visit, the engineering services and heating plant operations have been reorganized outside of Planning and Construction under a separate assistant Director position to narrow the utilities and engineering focus within the group, and address new utility challenges and projections, and focus on energy conservation of mechanical systems.

Reporting to the Office of the Associate Director for Planning and Construction are:

- 4.0 FTE Professional staff
- 5.0 FTE Support staff

The total departmental staffing, including the Associate Director, as of April 1, 2009, is 9 employees (9.0 FTE).
Campus Maintenance

The Office of the Assistant Director of Maintenance is responsible for providing administrative leadership for state building maintenance activities, as well as smaller, in-house renovation work. The same services are provided for the auxiliary buildings and other self-supporting organizations of The University of Montana on a recharge basis. The Facilities Services Maintenance operation employs skilled journeyman-level workers to provide the wide array of services required to maintain the campus facilities. They include state licensed plumbers, electricians, machinists, carpenters, painters, technical service mechanics that perform heating and refrigeration duties, and filter and lube personnel who also provide asbestos abatement in smaller venues. Facilities Services Maintenance personnel also perform preventative maintenance on state buildings, as well as emergency and after-hours repair services in support of Facilities Services’ asset preservation responsibilities.

Since the 2000 accreditation visit, Transportation Services and Vehicle Repair has been moved from Maintenance to the Office of the Associate Director for Fiscal Operations. This reorganization was enacted to allow the Assistant Director of Maintenance to concentrate efforts on delivering maintenance and renovation services to state facilities because of the expansion of facilities and the complexity of building mechanical systems. During this period the Maintenance operation has acquired certifications for various craft personnel to perform work on backflow prevention and National Institute for Certification in Engineering Technologies (NICET) registration for fire alarm and fire sprinkler renovations and installations. Facilities Services also has master electricians and plumbers who are able to obtain the required construction permits for all renovation work performed on campus.

Reporting directly to the Assistant Director for Maintenance are:

- 1.0 FTE Supervisor for the Plumbing and Machine Shop
- 1.0 FTE Electrician Foreman
- 1.0 FTE Technical Services Supervisor
- 1.0 FTE Carpenter Foreman
- 1.0 FTE Painting Foreman
- 25.75 FTE Craft personnel

The total employment for this office, as of April 1, 2009, including the Assistant Director, is 31 employees (30.75 FTE).

Custodial, Grounds and Labor

The Associate Director for Custodial, Grounds, and Labor, under the Director of Facilities Services, is responsible for providing the administrative leadership for a wide variety of services for state facilities including custodial services, grounds maintenance, and landscaping for both the main campus, plus the College of Technology. To provide these services, the office employs members of the Montana Public Employees Association, Montana District Council of Laborers, and the International Union of Operating Engineers. This office also employs skilled staff in heavy equipment operation including snow removal, concrete repairs, and installation. Grounds maintenance involves all levels of turf and arboretum care and installation of new turf and landscapes.
Custodial maintenance includes wood floor refinishing, carpet cleaning, floor refinishing and general custodial duties performed by the custodial staff. This office also employs part-time and student staff for custodial and grounds duties. The Office of the Associate Director manages the operation of the rental housing units that The University of Montana owns next to campus. This office also maintains the leases of on-campus rental areas, and is responsible for all parking lot maintenance.

Since the 2000 accreditation visit, the Office of Custodial, Grounds, and Labor has taken on the responsibility for all parking lot and roadway maintenance and renovations. Associated with this new responsibility is a complete inventory of all paved surfaces and maintenance needs. Additionally, custodial cleaning procedures and time standards have been computerized for all state facilities to assist in operations and training new employees. In 2009, Facilities Services’ custodial operation participated with Human Resource Services and other custodial operations on campus to develop new custodial position descriptions and classifications in support of a new pay matrix to remediate the living wage issue related to custodial pay.

This Office of Custodial, Grounds, and Labor supervises:

1.0 FTE Custodial Maintenance Supervisor III
1.0 FTE Supervisor of Grounds and Landscape
1.0 FTE Maintenance Supervisor of The University College of Technology
1.0 FTE Labor Department Supervisor

Including the rental housing operation personnel, the total department staffing as of April 1, 2009, is 135 employees (95.20 FTE).

Utilities and Engineering

The Assistant Director for Utilities and Engineering, under the Director of Facilities Services, is responsible for providing the administrative leadership for the operation of the heating plant and providing engineering services to the campus.

The primary functions of the Office of Utilities and Engineering are categorized into two major areas. The first is utility production and distribution, and the second is the delivery of engineering services to campus and other campuses of The University of Montana on request. The utility responsibility includes the operation and maintenance of the heating plant which produces steam for the main campus and distributes it to buildings throughout campus via the utility tunnel system. The Office of Utilities and Engineering is also responsible for the purchase, distribution, and monitoring of natural gas, electrical energy, water, sewer services, water rights administration, and the safety of the ground water geothermal cooling systems.

Engineering services responsibilities include utility consumption, cost projections, and general engineering services to campus departments, including Facilities Services. These services include construction and renovation design, plan review, mechanical project management, commissioning, and reliability planning for all utility systems. In addition to these basic services, this office provides trouble-shooting assistance to Facilities Services’ departments and energy conservation design, installation, and monitoring.
Since the 2000 accreditation visit, this office was created to address the technical complexities of utility production, purchases, construction, operations, and the corresponding expertise associated with engineering and utility operations. Since the last accreditation visit, this office has provided consulting services for over 500,000 GSF of new campus facilities, including a major renovation and expansion of our steam and utility tunnel distribution system, created a computerized utility projection system, completed a review and reauthorization of our water rights and has taken the lead in the University’s energy conservation efforts in support of the University’s climate action commitment and economic needs.

This Office of Utilities and Engineering supervises:

- 1.0 FTE Mechanical Engineer
- 1.0 FTE Heating Plant Foreman
- 5.0 FTE Heating Plant Operators

The total department staffing as of April 1, 2009, is 8 employees (8.0 FTE).

**Sustainability and Recycling**

The Office of Sustainability is responsible, under the Director of Facilities Services, for providing administrative leadership of the coordination and advancement of sustainability on The University of Montana campus and the operation of its recycling operation. The duties and responsibilities include implementing the recycling program, managing the solid waste stream, and coordinating a variety of efforts in support of overall campus sustainability. Sustainability-related activities include energy efficiency and conservation in facilities, promoting alternative transportation, farm-to-college food services, and education about the environment and climate change. The Office of Sustainability networks with the local community and provides services to affiliate campuses upon request.

The Office of Sustainability is charged with developing and maintaining a Greenhouse Gas Inventory and a Climate Action Plan for the University. The plan will document, analyze and prioritize strategies to reduce and neutralize campus emissions of greenhouse gases. The Office of Sustainability maintains a website and is responsible for communicating sustainability efforts.

Since the 2000 accreditation visit, higher education has become very involved and has taken a leadership role in sustainability. The University of Montana has for a number of years implemented and advanced various sustainability initiatives including the creation of the Sustainable Campus Committeeiii. The University has committed to formalizing and accelerating sustainability efforts with the ultimate goal of being carbon neutral. This commitment has motivated the University to adopt LEED Silver Building Standards. Additionally, the University realized that a separate office was needed to coordinate campus efforts toward its climate and sustainability goals and Facilities Services acquired four professional staff with LEED accreditation. A permanent, full-time Sustainability Coordinator position was created within Facilities Services. The campus recycling operation was also reorganized under this position, and a half-time sustainability intern was funded to accomplish the University’s sustainability goals.
The Office of Sustainability and Recycling supervises:

- 1.0 FTE Recycling Coordinator,
- 7.0 FTE Student Recycling Employees
- 2.0 FTE Student Interns

The total departmental staffing as of April 1, 2009, is 11 employees (4.95 FTE).

**Health, Safety, and Accessibility**

Health, safety, and accessibility responsibilities for campus are split between two cooperating offices, one in Facilities Services, and the other in Environmental Health and Risk Management under the Vice President for Research and Development.

The Office of Planning and Construction within Facilities Services has the responsibility of assuring that all renovations, new construction, and planning meet health, safety, and ADA requirements. This is accomplished by adhering to the applicable building codes, and employing architects registered with the American Institute of Architects (AIA) and other professional staff within Planning and Construction to design and manage these projects. When outside consultants are required, only consultants with the required registrations are retained. Additionally, all renovation and new construction on campus require city building permits. The State of Montana has delegated this responsibility to the City of Missoula, which retains an extensive staff to review plans and inspect construction for compliance.

Planning and Construction is also charged with meeting all federal ADA accessibility requirements for new construction and renovations. This charge includes implementing the University’s own “Universal Access Policy” which requires 100% accessibility for all new construction. A copy of this policy, the latest Office of Civil Rights (OCR) ADA settlement agreement, and a copy of each of the transition plans are included in Exhibit RE 8-01. Additional processes and safeguards have been implemented to increase the assurance of meeting these access policies. The standing ADA Team reviews all new construction plans and every building committee includes at least one representative from Disability Services.

In maintaining health, safety, and access to facilities and programs, The University of Montana employs journeyman-level craftsmen with appropriate certifications. In instances where in-house personnel do not hold certifications, such as elevator maintenance and hazardous material abatement, Facilities Services contracts with firms holding the appropriate certifications. Facilities Services also provides training opportunities for workers to maintain and obtain certifications for health and safety issues such as fire alarm maintenance, back flow prevention, chlorofluorocarbon disposal, and asbestos maintenance.

The Office of the Executive Director for Environmental Health and Risk Management (EHRM), under the Vice President for Research and Development, is responsible for campus-wide environmental health, safety, and risk management. Specific activities include: ensuring safe use, disposal and regulatory compliance, and emergency response for all hazardous, radioactive, and bio-hazardous materials at The University of Montana; industrial hygiene including indoor air quality issues and safety hazards analysis; food
service regulation and safety inspections; oversight of indoor pest control; general environmental consultation; Montana Environmental Policy Act compliance; Occupational Safety and Health Administration compliance and training; workers’ compensation program management; loss control; accident investigation; claims management; ergonomics evaluations; and management of Chemistry Stores, a sales and service operation.

EHRM is connected to campus by four standing committees. The Campus Safety Committee’s charge is to develop and sustain a program that is conducive to employee safety and has as a minimum the following basic objectives:

1. Ensure a safe working environment;
2. Protect the general public;
3. Promote employee wellness programs;
4. Reduce costs associated with accidental losses; and
5. Provide a grass-roots program with easy access for employee comments that can be evaluated by a reduction of injuries and accidents within the campus community.

The Campus Safety Committee is co-chaired by the Executive Director for EHRM and the Campus Risk Manager with representation from faculty, staff, and students appointed by the Vice President for Administration and Finance.

The Radiation Safety Committee is charged with compliance with Nuclear Regulatory Commission regulations and reports to the Vice President for Research and Development. The committee is chaired by a faculty member.

The Institutional Bio-Safety Committee is charged with oversight and compliance with external regulations pertaining to the use of hazardous biological agents, toxins, human cell lines, and recombinant DNA. Members are appointed by the Vice President for Research and Development. The committee is chaired by a faculty member.

The Integrated Plant Management Committee is charged with reviewing resource management programs that deal with weed management and making recommendations to the President regarding budget and policy decisions. Members are appointed by the President and the committee is chaired by the Executive Director for EHRM.
TANGENTS TO THE OVAL...

ADA HELPED BRING THE MATHEMATICS BUILDING UP TO DATE

Women's Hall, 1903

The University’s Mathematics Building on the Oval was constructed in 1903 as the Women’s Hall, one of the first four buildings on campus and the first dormitory. The building was designed by the famous architect A.J. Gibson. It was converted into a classroom building for mathematics and physics in the 1920s.

Early in this decade, plans were designed for an addition to the building that would help comply with the Americans with Disabilities Act. The addition with an elevator, new restrooms, and office space was completed in 2007. By matching the new addition with Gibson’s original architecture the project received the 2008 Historic Preservation Award.

Condensed article from June 08 Main Hall to Main Street

Mathematics Building with Elevator, 2008
8.A: INSTRUCTIONAL AND SUPPORT FACILITIES

Facilities Improvements Since 2000

The University of Montana has continued the investment in facilities cited in the last accreditation. In the last ten years, UM has invested more than $164,000,000 in facility renovation and new construction (Exhibit RE 8-05).

The University is making a concerted effort to grow its research program by investing in new facilities that will attract the nation's top scientists. During the past ten years the Skaggs Building has been renovated and expanded twice. The primary sources of funding for these projects were National Institutes of Health (NIH) grants, bonds, and private donations. The sum of the additions total 97,401 square feet of new space costing $25,696,000. The University also self-funded two new research facilities, the 61,509 square foot Interdisciplinary Science Building and the 10,000 square foot Bio Research Building. These will dramatically improve the University’s research capabilities by providing state-of-the-art laboratories and other research space. The Chemistry Building has been renovated; the $7,191,126 project also included a 6,400 square foot addition to the building. A new 4,725 square foot Health and Human Performance Lab was constructed using Air Force grant funds and University funds.

On the academic side, some of the major facilities include a new School of Journalism Building (57,500 GSF - $12,844,000), an addition to the College of Education and Human Sciences Building (40,728 GSF - $13,251,400), an addition to the School of Law (45,968 GSF - $13,822,900), a new Native American Center (20,000 GSF - $9,960,660), and an addition to the Math Building (3,338 GSF - $1,365,655).

A new apartment style housing complex, the Lewis and Clark Village, was built to house upper level students on the South Campus. This $16,000,000 village-style complex includes 66 three-bedroom apartments and 132 two-bedroom apartments. In all, the complex features 462 beds.

A major three-phase $10,000,000 steam tunnel project is to a large extent complete. This project replaced most of the buried steam lines on campus, removed the asbestos in the tunnels, and provided bi-directional steam delivery to portions of campus that were not previously looped.

Technology Infrastructure Improvements Since 2000

Intangibles: Leadership, Organization, Staff, Budget, and General Support

Since the 2000 accreditation visit, the Information Technology operation has been reorganized under a new Chief Information Technology Officer (CITO). Effective levels of middle management have been created and balanced under three associate/assistant information officers, focused on: enterprise system implementation (BANNER); system and network operation; and instructional technology support, Web facilities, and client services. Staff has been added in each of these areas, with a particular focus on the creation of effective subgroups focused on the new technologies related to central
directory services and Web support. In addition, an entirely new group has been created and led by an IT Security Officer, reporting directly to the CITO.

IT staff, previously in six locations, have been consolidated into three locations; Brantly Hall 4th floor, Social Science Building 1st floor, and Liberal Arts Building basement. Four previously separate support offices, each with clerical staff responsible for aspects of budget, personnel management, and purchasing, have been merged into one office. Staff in the central office have as their primary focus the support of a specific group, but are cross-trained to accommodate vacations, staff turnover, or times when a particular group’s workload is high.

The IT budget has been completely revised. Although it still draws funding from a variety of direct, charge-back, and fee sources, four key changes have been implemented: an IT Utilities account was created to encapsulate externally set expenses (i.e., so that IT is not forced to sacrifice staff to pay inflationary increases in the software that the staff support); a capital expense account was created with a management plan updated annually to routinely address major equipment updating; a personnel budget was created that clearly identifies and isolates staff costs, ties staff directly to particular IT functions; and an overall revenue/cost flow plan was developed and is updated annually that ties all IT sources of funding and costs together.

**Computer Facilities and Resources**

The central physical facilities that house UM computational and network resources in the basements of Social Science and Liberal Arts have both been overhauled to provide better electrical power, air handling, overall environmental conditions, and access control. A reliable emergency power generator has been added to the Social Science facility to provide emergency power for UM’s core telephone, network, and enterprise systems.

New computer systems based on smaller, denser blade technology have been implemented to support UM’s enterprise system and email system, and are gradually being expanded to also incorporate other systems and replace individual servers. In order to provide better tolerance to hardware faults, the blade systems have been implemented with redundant components and on-the-fly adjustments that adapt to component failures, including processors, disks, disk controllers, and power supplies. In order to provide better tolerance to external failures involving power and air handling, these systems are each physically split into two parts, with one part running in the Liberal Arts facility and one part running in the Social Science facility.

A modern hosting facility has been added to the Liberal Arts Building to extend enhanced power, air handling, environmental, and access control to other units that have been using existing building systems/servers in space carved out of what were previously offices, classrooms, or labs.

**Network Facilities and Resources**

As noted above, the Social Science Building, containing the campus core networking systems, including those components related to the campus edge, firewall, and similar elements, has been dramatically upgraded. The other core campus facility in the Clapp
Building was moved to a better location, from the basement in the middle of other electro-mechanical components to a new isolated and environmentally controlled location on the 1st floor.

Equipment in each of the two campus core sites has been upgraded to support a campus backbone network with multiple 10 gigabyte (GB) links. Fiber connecting the two sites has been upgraded to implement physically diverse paths between the two sites. UM is currently in the process of selectively upgrading individual building feeds from 1 GB to 10 GB, where the increased capability is needed.

A process has been established to upgrade network facilities within UM’s individual buildings, on a priority schedule established by the University. The first priority is to standardize and secure network facilities, and provide an appropriate base level infrastructure in all buildings. The University is moving from the original 10 megabyte (MB) shared networks to 100 MB/1 GB switched networks. Each upgrade ensures that standard, dedicated, and secure network closets are available by upgrading or remodeling original facilities. The upgrades also ensure that standard vertical runs are established between building floors, vertical cabling is up to standard, horizontal runs are established within building floors, horizontal wiring is up to standard, and appropriate wall and other connectors are up to standard. This process has been completed for all buildings except those with “extraordinary” circumstances, typically those buildings involving major remodeling and/or asbestos abatement prior to remodeling or reconstruction.

The University’s network links to other campuses and the State of Montana were upgraded during 2009 as part of a major upgrade to the state-wide network. UM’s links to regional and national networks were dramatically upgraded during 2009 with the completion of the Northern Tier Project, which provides UM an initial 10 gigabit (Gb) link to the national research and education networks (Internet2, NLR) plus additional 10 Gb links as needed, at incremental cost.

The University has also implemented an extensive 802.11b/g frequency wireless network consisting of over 100 wireless access points placed around the campus. All normal connections are secure and authenticated, available to any and all campus users based on standard campus credentials. UM generally does not support “open wireless” or “open visitor” connections. Special provisions are available for short term visitors and special events.

**Software Systems**

The primary enterprise system, BANNER, has undergone multiple software upgrades to keep it current. The next such upgrade is now underway, with UM’s implementation of BANNER 8 scheduled to go live in March 2010. Numerous additional small systems are operated on the interface with BANNER to provide additional or specialized functionality. These BANNER edge systems have grown in sophistication and importance, and have been instrumental in allowing various UM business units to streamline their business practices to provide better service at lower cost.

Learning management courseware, provided by the Blackboard product, has emerged as a new enterprise-class system. Beginning in 2000 as a system supporting a few distance education classes, this system now supports an extensive array of distance learning
courses and provides supplementary support for the majority of UM’s traditional courses. Current estimates are that about 90-95% of current UM students have at least one course supported by the Blackboard learning management system (LMS). UM has upgraded the hardware and software several times to support the extraordinary growth of the LMS. In 2009, UM initiated an evaluation of next-generation options for a true enterprise support-level system. Those options include possible new software systems, new hardware, and externally hosted solutions.

Like all institutions, UM has experienced growth in all aspects of email, including the volume of email, email “spam” and email-carried problems like viruses and phishing attacks. UM has continuously upgraded its entire email operation, from email servers to filtering capability. In 2009 UM committed to outsource its student email, to an “email plus” service provided by Microsoft. That process was completed at the end of 2009. Concurrently, UM has committed to implement an email archival and retrieval system for UM staff, as required to meet and facilitate obligations under e-discovery and freedom of information requests. The archival/retrieval system is expected to become operational during 2010.

Also like all institutions, UM has also experienced substantial growth in its commitments to support Web facilities, from a UM home page to various unit home pages to a wide variety of online services. UM’s BANNER system makes full and extensive use of BANNER’s online capabilities, locally labeled as CyberBear. UM has also implemented an extensive set of local online services, collected in a portal locally labeled as OneStop. Included in this, but mostly invisible to users, are background directory services that provide central authentication and authorization for a variety of central and campus systems. Users can sign on to an ever increasing number of campus systems using a single account. In 2008 UM implemented a content management system to help reduce the cost of maintaining Web content, as well as to assist UM in standardizing various look and feel aspects of its websites.

Finally, UM recently implemented an Emergency Notification System (ENS) to allow designated campus personnel to send email, portal-based instant messages, and on a voluntary “opt in” basis, mobile phone text messages to the entire campus or selected portions of the campus. UM’s ENS is locally developed based on its campus portal, and tied into the broader mobile phone infrastructure through a standard mobile phone vendor interface.

**Telephone System**

In response to rapidly changing telephone technology and end-user preferences, UM has dramatically overhauled its telephone system and the organization used to support that system. The emergence of mobile phones has had a significant impact. UM Business Services has approved two “umbrella” mobile phone service contracts, and any individual’s service is managed directly by his/her department and the vendor, but IT has no responsibilities related to employee mobile phones. Wired telephones in UM’s residence halls became optional instead of mandatory, and as a result essentially disappeared. This caused the telephone system to be downsized by about one-third. The revenue streams associated with brokering long distance and 800-call trunking also disappeared. Dispatching functions that originally grew out of telephone switchboard operations grew and evolved into an extension of campus security, and as a result were
moved from IT into the Campus Security Office. Long haul telecommunication evolved
to the point where IP networks carry both voice and data traffic. A similar evolution
occurred as inexpensive IP transport became available for UM metro sites, and voice over
IP has been implemented in selective cases on campus. With the retirement of the former
Director of Telephone Services in 2008, IT downsized the original telephone group and
merged the remaining members into a new network group responsible for both voice and
data networks.

Classroom and Instructional Technology Support

In 1999 responsibility for classrooms and instructional technology support was divided
among several units. That responsibility is now (generally) centralized in a unit within IT.
Until recently, although UM invested heavily in new instructional technology for new
buildings, and individual schools and colleges invested in facilities in rooms they
controlled, UM had no systematic plan to place and replace technology in its general
classrooms. That changed in 2009 with the initiation of a project that over a period of five
to seven years will upgrade virtually all UM’s classrooms to include technology
appropriate to the size and purpose of the room. Further, this program is ongoing, and
includes both maintenance of current equipment and its systematic replacement on a
standard schedule.

8.B: EQUIPMENT AND MATERIALS

Status of Classrooms, Laboratories, and Instructional Equipment

Facilities Services is responsible for maintaining the fixed assets of the state’s facilities
and the movable furnishings for classroom and teaching laboratories, less the electronic
instructional equipment. Presentation Technology Services is responsible for providing
audio-visual and other movable media instructional equipment and the maintenance of
the multimedia equipment in the high tech multimedia classrooms. Generally, computer
laboratory equipment is the responsibility of Presentation Technology Services and/or the
individual units in which they are located. Exhibit RE 8-02 includes Property
Management’s listing of all movable equipment and furnishings which have been
capitalized.

With respect to classroom furniture, Facilities Services maintains an inventory to use as
replacements as needed. This inventory consists primarily of tables and chairs:
approximately 230 metal and wood tablet arm chairs; 100 wooden chairs; 1,092 folding
chairs; 200 folding tables; and 35 chairs and 25 tables for mobility impaired students. The
rental equipment, folding tables and chairs, has been significantly reduced because the
Adams Center now handles its own setups for events and has an inventory of 620 folding
chairs, 80 folding tables, and 12 six-foot round tables.

The maintenance of the movable furnishings in classrooms is accomplished through the
normal work order system utilizing in-house staff. Requests for replacement equipment
and new additions, such as requests for ADA-specific problems, are funding from normal
maintenance accounts. Furnishings which could have a rental associated with them are
replaced and upgraded through a repair and replacement account funded through user
charges. Instructional equipment, such as projectors, cameras, TVs, and computer control consoles, is maintained by Presentation Technology Services.

Since the 2000 accreditation visit, the campus has invested approximately $6,200,000 in projects to renovate classrooms, with state funding totaling approximately $1,400,000. During the same period, the campus has funded $88,400,000 in new construction of academic facilities which included new class/lab space. Of this total the state funded approximately $10,500,000. This new construction increased the total inventory of class/lab space by approximately 7%. The School of Law addition and the College of Education and Human Sciences Building addition were completed during the Autumn 2009 Semester, and the Native American Center is scheduled to be completed in January of 2010. These new facilities will add approximately 20,600 GSF to the classroom inventory, or another 4%, totaling 11% for the accreditation period. The space inventory for the class/lab category has grown to 517,513 GSF, or 55 additional spaces allocated to classrooms and laboratories. The campus, through the Office of the Provost, has initiated a program starting the summer of 2009 to fund approximately $500,000 per year for the next five to seven years for Classroom Instructional Equipment Improvements. This program is intended to upgrade and maintain all of UM’s classrooms with modern instructional equipment.

Handling and Disposition of Hazardous Material

Facilities Services is responsible for handling and disposing of universal waste (spent fluorescent lamps and electronic waste), used oil disposal and lead acid recycling. Maintenance projects involving asbestos abatement are accomplished with in-house personnel for maintenance level abatement (less than 3 linear feet). Abatement projects larger than maintenance level are contracted out and all asbestos abatement work complies with The University of Montana Asbestos Operations and Maintenance Plan. Environmental Health and Risk Management is responsible for all bio-hazardous, radioactive, and hazardous material handling, waste, and ultimate disposal and complies with Hazardous Materials Management Plan for The University of Montana.
8.C: PHYSICAL RESOURCE PLANNING

Campus Master Planning

In the last accreditation of 2000, the report recommended that The University of Montana develop new master planning documents to help the University effectively deal with the coming challenges and opportunities. The University embarked on a coordinated effort to revise, update, and develop new master plans. These efforts resulted in three master planning documents (Exhibit RE 8-03). The first to be completed was the master plan for The University of Montana main campus. The second was the master plan for Fort Missoula, and third was the South Campus master plan. The University has started the process to develop a master plan for the Flathead Lake Biological Station.

Long Range Building Program (LRBP)

Any expansions, major renovations, or repairs to state facilities require Legislative or Governor’s authorization as described in Montana Code Annotated (MCA) 18-2-102vii. The LRBP is the vehicle for obtaining authorization, as well as capital and operational funds from the state for these purposes. State statute dictates the format and the schedule for the biennial request. The format includes a section which identifies the cost estimates for the construction or renovation of facilities and the increased operational costs associated with the project. If the state grants spending authority and/or construction funds, the Legislature also identifies the extent of the operational funding the state will support. Exhibits RE 8-04 and RE 8-05 contain a copy of the 2010/2011 Biennium LRBP request, provided to illustrate the format for the request. Also included is a copy of the spreadsheet listing all authorizations and funding received by The University of Montana from the 2000/01 through 2010/11 biennia. The recent Legislative budget allocations from 2010 to 2011 are highlighted in blue.

In the last accreditation period the Legislature struggled with controlling and limiting operational costs for state facilities for which they could become liable. This concern was strategically addressed in the 2006-07 Legislature wherein the Legislature passed a bill that charged the Governor’s administration with developing a process to identify and memorialize an allocation of responsibility for Operations and Management costs for projects brought to the Legislature for authorization. That form is called the New Building/New Space Request – Montana University System (Exhibit OSM 8-05).

In the last six biennia from 2000 through 2011, The University of Montana has received $24,106,978 in funding for new construction, deferred maintenance, and planning from the Legislature. This funding is equivalent to approximately $2,009,000 per year in capital renewal investment. Comparing this funding to a replacement cost of approximately $502,000,000 for The University of Montana State facilities is approximately .3% per year of the replacement costs. What has kept UM’s Strategic Assessment Model (SAM) ratios for Facilities Condition Index (FCI) and our needs index from significantly growing has been the local funds expended during this period for renovations, new construction, and deferred maintenance.
Transportation and Parking

Since the 2000 accreditation visit, parking and transportation have changed significantly at The University of Montana. Enrollment has risen from 11,289 to 14,207 in the last ten years. Students from the College of Technology are attending more classes on the Mountain campus, and event venues and attendance have expanded. Additional Park-N-Ride lots and bicycle parking have been added for a total of 4,500 bicycle and 4,713 vehicle spaces. This increase has occurred despite losing parking on the Mountain campus as a result of new construction. A transportation system dedicated to the UM community has been developed to meet the challenges of additional people coming to campus. In 2001 the students, through ASUM, stepped forward to help in the goal of providing convenient access to campus, preserving green space, and minimizing the environmental impact of motorized vehicles by starting and funding ASUM Transportation. This organization grew from one bus moving students around University properties to seven buses and the development of three off-site Park-N-Ride lots. This year ASUM Transportation will have provided in excess of 320,000 rides transporting students, faculty, and staff between the Park-N-Ride lots, the Mountain campus, and COT campuses. Use of the contracted services of the Mountain Line bus system has grown as The University of Montana looks for alternatives to single-vehicle commuters. The University of Montana accounts for over 27% of all the ridership on the Mountain Line bus system, and this year will exceed 800,000 rides. Exhibit OSM 8-04 contains various ridership reports, ASUM Transportation annual report plus other Transportation Services pamphlets and a parking lot maintenance survey.

There have been numerous parking and transportation studies over the years. Some recommendations have been put in place, others have been abandoned, and others are waiting for action and/or funding opportunities.

The following list identifies issues remaining to be resolved from these studies:

- Review of accessible spaces (number and location).
- Spread out class periods to reduce demand in the middle of the day (may be in opposition to energy-saving efforts).
- Traffic calming, improved signage at locations of vehicle/bike/pedestrian conflict.
- Review the COT East location parking designation, enforcement, and transportation to the Mountain Campus.
- Install Griz card readers on Mountain Line buses capable of determining valid Griz Card holders and obtain ridership numbers based on use of valid Griz Cards
- Develop improved bus routes and Park-N-Ride service.
- Create a visitor program providing visitors information and parking options to avoid conflict due to unfamiliarity with campus parking.
- Explore off-campus parking for dorm students including the possibility of a night parking pass for students who have a critical need to store their cars on campus overnight because of employment or other issues.
- Study the effect on recruitment/retention efforts.
- Review parking fees for department owned vehicles that take a space normally available to the campus community.
In summary, The University of Montana campus consists of approximately 14,200 students, 1,689 faculty and staff, and on any day numerous visitors who make it to campus without solely depending on motorized personal vehicles. The campus has utilized transportation demand management techniques to provide convenient, timely and environmentally benign access through various systems and programs such as the following:

- On campus paved motor vehicle parking.
- Commuter car and van pool programs.
- Green car parking discounts.
- Free Mountain Line passes to any Griz Card holder.
- ASUM Transportation shuttle service and educational programs.
- Promotion of healthy bike and walk programs including bicycle rental and financing services.
- Partnering and support of Missoula Ravalli Transportation Management Association
- Promotion and infrastructure construction supporting bicycle and foot traffic access.

Students Riding Bikes on Campus
Access

The issues and responsibilities related to enhancing disability access are also discussed in the Health, Safety, and Accessibility section, and are shared between the Office of Planning and Construction, the standing ADA Team, and the Office of Equal Opportunity and Affirmative Action. These groups utilize federal regulations contained in the American with Disabilities Act and Accessibility Guidelines (ADAAG), the 2006 International Building Code adopted by the City of Missoula, American National Standards Institute Standard A117.1 and the President’s Universal Access Policy. The plans for these projects are presented to the University’s ADA Committee for review and comment to verify compliance with the Universal Access Policy.

Planning and Construction is also charged with assisting maintenance personnel with accessibility issues surrounding in-house projects, as well as all site, parking, and sidewalk accessibility on the Missoula and other University of Montana campuses.

The U.S. Office of Civil Rights (OCR) conducted an accessibility compliance audit of the University’s facilities a year ago. The University has corrected some of the stated deficiencies and will seek state and other funding sources to correct the remaining items. A copy of the OCR-ADA settlement agreement; a copy of the President’s Universal Access Policy, a copy of each of the transition plans; and a copy of the ADA project list for 2000-2010 are included in Exhibit RE 8-01.

Since 2001 the University has undertaken about $116.5 million worth of new construction and major renovation projects and $627,000 of ADA specific projects that have improved accessibility to facilities on campus. A copy of this projects list is also included in Exhibit RE 8-05. Planning and Construction also issued Campus Design Standards in 2005, a copy of which is given to consultants who design projects on campus. These standards outline the University’s accessibility requirements for all new construction and major renovation projects (Exhibit OSM 8-03).

Physical Resource Planning Committees

The University of Montana utilizes various committees to assist Facilities Services and advise the President on operations, development, and budgeting for Physical Plant operations. The following is a brief description of each of the committees. Exhibit OSM 8-01 includes each committee’s charge and membership.

Committee on Campus and Facilities

The Committee on Campus and Facilities is a standing committee appointed by the President from campus constituents to advise the administration on issues which could change the exterior appearance of campus. This encompasses a broad spectrum of facilities planning issues. The committee uses existing campus master plans and its collective understanding of campus history and direction in making its recommendations. The Committee on Campus and Facilities also populates the Long Range Building Program on an ad hoc basis, and makes recommendations to the President on the University’s Long Range Building Request to the state.
Strategic and Budget Planning Committee

The Strategic and Budget Planning Committee is charged with implementing the University’s long range plan developed by the Executive Planning Council and approved by the Executive Planning Council and the President. As the executive officer who has oversight for the committee, the Vice President for Administration and Finance ensures that Facilities Services’ financial needs are communicated to the Strategic and Budget Planning Committee, the Executive Planning Council, and the President.

Budget allocations made to Facilities Services are usually related to inflationary increases, pay plan, or new building operation, maintenance, and utility costs. Operation and maintenance costs associated with new buildings are either funded through a Legislative allocation or a campus allocation. Costs are calculated primarily using historical custodial and building maintenance costs, and projected utility usage and rates per gross square foot. A small adjustment has also recently been included to increase the level of custodial and building maintenance service for these new buildings.

Arboretum Subcommittee

In 1990 The University of Montana was named by the Montana Legislature as the State Arboretum. The Arboretum Subcommittee was instated to plan the placement and development of species on campus for inclusion in an arboretum that meets the educational intent of the Legislation. The Committee also makes recommendations through the Vice President of Administration for Finance regarding grounds operations.

Sustainable Campus Committee

The Sustainable Campus Committee was created due to the urging of the campus community for a group to recommend actions that the University should take to reduce its environmental impact. This Committee has now been formally charged to recommend to the Vice President for Administration and Finance actions and planning that will bring the University in line with the commitments made under the Talloires Declaration and the President’s Climate Commitment.

Recycling Oversight Committee

Recycling operations on the Missoula campus have been ongoing on a formal basis for the last 19 years. Approximately nine years ago, ASUM voted to impose a recycling fee on the student body. This fee generates approximately 95% of the recycling operational funds. The Recycling Oversight Committee is heavily populated by students and other campus stakeholders thus allowing student input into the operations and direction taken by Facilities Services. Additionally, there is very high interest on the students’ part to get involved and to expand recycling.

Integrated Plant Management Committee

The Integrated Plant Management Committee was created by the Office of the President in 1991 in response to on- and off-campus concerns about the use of pesticides to control weeds and insects on the grounds. The committee’s primary purpose was to review pest
management practices on campus with the goal of utilizing the least toxic methods to accomplish the turf and arboretum goals. The committee reports to the President on its findings as to the appropriateness of the turf and arboretum practices, and makes recommendations on related budget and policy decisions. Approximately five years ago the committee changed its name to the Integrated Plant Management Committee from the Integrated Pest Management Committee to focus on weed management.

**ADA Team**

The Americans with Disability Act Team was created to help the University comply with the Americans with Disability Act. The ADA Team deals with issues involving a wide variety of existing deficits to access of the University’s activities and programs. The team provides staff review and due diligence efforts in investigating and identifying resolutions to disability barriers, both physical and communication, as they arise.

**The University of Montana LRBP Committee**

The Long Range Building Program for the Montana University System is managed and voted upon by the Legislature on a biennial basis. As the System prepares to present its request to the Legislature, three levels of meetings must occur. First, each campus prioritizes the needs specific to that campus. These needs span all types of physical facility requirements, from routine repair and maintenance to renovation to new construction. Second, after each campus has identified its internal needs, the University hosts a conference to review and prioritize the needs of its four campuses. The last phase of this process is the integration of the project lists from The University of Montana and Montana State University into one list for the entire System. This list is presented to the Board of Regents for their approval, and is forwarded to the Governor's Office for inclusion in the Executive Budget. Because of the biennial nature of the Legislative cycle and the time that is required to solicit projects from the eight campuses of the Montana University System, the LRBP process is continuously active analyzing needs, designing projects, prioritizing projects, or getting ready to submit the integrated project list to the governor and the Legislature.

**Missoula Historical Commission**

The State Antiquities Act, identified in MCA 22-3-421 through 22-3-442 requires the University to utilize procedures for notification and resolution when a facility or property meets the antiquity definition and is designated for renovation or demolition. The University is obligated to communicate with the Montana State Historical Society as part of this procedure. Most of the time, as a practical matter, the Montana State Historical Society delegates this responsibility to the Missoula Historical Commission. The Commission meets each month.
STANDARD EIGHT: PHYSICAL RESOURCES

WEBSITES REFERENCED

i Facilities Services: http://www.facs.umt.edu/

ii Office of Sustainability: http://www.umt.edu/greeningum/

iii Sustainable Campus Committee: http://www.umt.edu/committees/sustaincomm.aspx

iv Campus Safety Committee http://www.umt.edu/committees/campussafety.aspx

v UM Asbestos Operations Maintenance Plan:


vii Montana Code Annotated, 18-2-102, Authority to construct buildings:
   http://dataopi.state.mt.us/bills/mca/18/2/18-2-102.htm

viii Montana Code Annotated, 22-3-4, Antiquities:
   http://dataopi.state.mt.us/bills/mca_toc/22_3_4.htm
# STANDARD NINE: INSTITUTIONAL INTEGRITY

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STANDARD NINE: INSTITUTIONAL INTEGRITY

This self-study of institutional integrity begins with a general description of the structure, policies, and supporting documents which guide the ethical behavior of faculty, staff, and students. Specific examples listed in this report portray how The University of Montana demonstrates integrity in the administrative, academic, student services, and research sectors. The discussion will specifically address how The University of Montana meets its commitments to ethics, diversity, and integrity as they relate to conflicts of interest, academic freedom, and public communication. The report also summarizes the specific ways that The University of Montana demonstrates institutional integrity as it relates to the accreditation standards.

COMMITMENT TO HIGH ETHICAL STANDARDS

The University of Montana provides students with significant scholarly leadership and extracurricular enrichment. The University nurtures students’ capability to think critically and to communicate effectively. The University of Montana’s mission specifically refers to “ethics” as a foundational study for all students enrolled at the University. This mission is grounded in a commitment to institutional excellence based on the core belief that individual board members, administrators, faculty, and staff will act according to high ethical standards. With that belief in mind, policies, procedures, and programs have been developed to create a shared understanding of appropriate conduct for decision making and actions which are aligned with the University’s commitment for institutional excellence in all pursuits.

The expectation of ethical behavior crosses all functions, roles, and structures. The practice and reinforcement of ethical conduct, operational activities, and mission-based decisions are incorporated in daily life at UM. In February 2007, the President appointed and charged the Task Force on UM Ethics to develop a code of conduct that would establish a set of inspirational expectations of ethical standards for all campus community members. This committee accomplished its goal through a collaborative process that included faculty, staff, and administrators (Exhibit RE 9-05). The Montana Creed: Statement of Ethical Principles resulted from this work and appears prominently at the beginning of the Strategic Directions for The University of Montana. The Montana Creed provides a framework for individual members of the campus community to reflect and commit to creating a culture of respect and integrity in word and deed.

The University of Montana has a strong tradition of rigorous self-inquiry and concern that upholds doing the right things for the right reasons. The University strives to balance personal responsibility with compliance to policies. In addition, continuous efforts are made to proactively address new operational, technological, and/or academic challenges that require an ethical response through the development of new policies or campus-wide initiatives.
The Montana Creed: Statement of Ethical Principles

The community of scholars at The University of Montana has committed to pursue personal and academic excellence. Choosing to join The University of Montana community obligates each member to a code of civilized behavior.

- Respect the dignity and rights of all persons.
- Practice honesty, trustworthiness, and academic integrity.
- Promote justice, learning, individual success, and service.
- Act as good stewards of institutional resources.
- Respect the natural environment.

POLICIES AND PROCEDURES

As a public institution, The University of Montana is governed and administered according to the policies outlined below:

- The Montana Board of Regents (BOR): The Montana Board of Regents maintains a Policy and Procedures Manual that includes policies applicable to all of the units of the Montana University System (MUS). The manual provides a framework for the University’s policies regarding academic freedom, ethical conduct, and conflict of interest. The policies articulate a balanced and fair approach for University guidelines in response to the needs of the public, students, and employees (Exhibit OSM 9-01).

- The University of Montana: The University’s Policies and procedures governing all aspect of the University’s operations and oversight are readily available and accessible to the public. These policies are adopted through a campus-wide procedure that allows dissemination of proposed policies for campus comment and opportunities to propose new policies or caveats or revisions for implementation (Exhibit OSM 9-01).

- Montana Code Annotated (MCA): State laws in Montana include a code of ethics and standards of conduct which apply to all state employees, including University administrators, faculty, and staff. The standards of conduct applicable to state employees in Montana can be found in Title 2, Chapter 2, Montana Code Annotated (Exhibit RE 9-05).

In addition, the University adheres to applicable federal, state, and local laws and regulations. The University’s business relationships and transactions are monitored to ensure responsible stewardship of state dollars and fair treatment of its business partners. Legislative and governmental relations are also regulated by state and federal law and by internal policy to promote a high level of ethical interaction.
Faculty, Staff, and Student Expectations

All University employees, regardless of employment title or position, are considered public employees under Montana law which explicitly prohibits the following:

- Engaging in a substantial financial transaction for private business purposes with a person whom the employee inspects or supervises in the course of official duties;

- Assisting any person for a fee or other compensation in obtaining a contract, claim, license, or other economic benefit from the University;

- Assisting any person for a contingent fee in obtaining a contract, claim, license, or other economic benefit from any agency;

- Performing an official act directly and substantially affecting to its economic benefit a business or other undertaking in which the employee either has a substantial financial interest or is engaged as counsel, consultant, representative, or agent; or

- Soliciting or accepting employment, or engaging in negotiations or meetings to consider employment, with a person whom the officer or employee regulates in the course of official duties without first giving written notification to the officer's or employee's supervisor and department director.

In addition to the above, there are standards of conduct that are specific to a professional role. These standards of conduct are outlined in collective bargaining agreements, role descriptions, and code of conduct documents.

Faculty Standards of Conduct

The University Faculty Association (UFA) covers all eligible faculty members at the Mountain campus, and its Collective Bargaining Agreement (CBA) with the Montana University System outlines a variety of professional expectations related to conduct in research, scholarship, and teaching. The following sections of the CBA speak to professional and ethical conduct (Exhibit OSM 9-01):

- Section 2.800 Non-Discrimination
- Section 6.000 Academic Freedom and Responsibility
- Section 12.000 Conflicts Of Interest
  - 12.310 Prohibited Activities
  - 12.320 Activities Requiring Disclosure
  - 12.330 Research Conclusions
- Section 14.000 Copyright, Patent, and Computer Policies
- Section 21.000 Student Complaint Procedure

Faculty members based at The University of Montana College of Technology (COT) are represented by The University of Montana College of Technology Faculty Association. The COT Faculty Collective Bargaining Agreement has similar language to the UFA CBA (Exhibit OSM 9-01). While the faculty in the School of Law are not unionized, all
other faculty members of the University must adhere to the professional conduct practices agreed to in the CBA.

**Staff and Professional Contract Employee Standards of Conduct**

Classified staff and professional contract employees are integral to the University’s commitment to high ethical standards. These employees often serve in roles of oversight and compliance enforcement. Many of these staff members are also affiliated with one of the 10 unions that represent classified staff, and are thus subject to a specific set of professional and ethical standards related to their association or craft. The Montana University System website includes a list of collective bargaining agreements for easy access and reference (Exhibit OSM 9-01). The relationship between The University of Montana, staff employees, and labor partners is built on a shared philosophical belief in respect, fairness, equity, integrity, and a commitment to continuous improvement.

**Student Standards of Conduct**

The University of Montana is committed to creating informational, educational and experiential opportunities to improve students’ awareness of ethics and integrity. The Student Rights Section of the 2009-2010 Course Catalog outlines student rights and the procedure to follow when a student feels discrimination has occurred (Exhibit RE 9-03). The University’s Student Conduct Code emphasizes educational interventions and establishes ethical standards for students in both academic and co-curricular settings (Exhibit RE 9-05). The Student Conduct Code sets forth University jurisdiction, student rights, standards of academic and general student conduct, disciplinary sanctions for breach of the code, and procedures to be followed in adjudicating charges of both academic and general misconduct.

The University of Montana holds student-athletes and their coaches, without exception, to the same high standards of ethical conduct expected of all members of the University community. Student-athletes are required to review and adhere to the Student-Athlete Handbook (Exhibit RE 9-05). The handbook contains the Student-Athlete Conduct Code (pp 5-8) and includes standards, disciplinary procedures, and ethical considerations. The code reflects the rules and regulations outlined in both the National Collegiate Athletic Association (NCAA) and Big Sky Conference. The Director of Athletics, the University Athletic Committee, and head coaches developed and edited the code with standards that conform to the parameters of the various sports. In addition to outlining the standards of conduct expected of all student-athletes, the handbook addresses overall ethical considerations demanded of a student-athlete. In 2009, the Student-Athlete Conduct Code was strengthened by establishing a new Student-Athlete Disciplinary Committee. This committee consists of an athletic administrator and faculty and student members, and recommends sanctions in situations not covered by the code or team rules. In addition, the committee hears appeals of sanctions imposed by a coach, including suspension or expulsion from a team.

**ETHICS IN ACTION**

Administration, faculty, staff, and students of The University of Montana are committed to work together to create an ethical environment that supports the goals of the institution. In addition to the above policies, the culture of this campus provides ways to
address difficult challenges in a collaborative way to ensure that all views are considered. This commitment forms the core of this University’s culture – one that strives to be fair, respectful, and free from discrimination and harassment. The following is a brief overview of the committees, activities, and initiatives implemented during the past few years that demonstrate the University’s continuing efforts to operate ethically and to incorporate ethics into new programs and curriculum.

**Programs and Committees**

- **Center for Ethics**\(^{xi}\): The Center for Ethics serves as a hub for the various ethics-related activities on campus. It organizes lecture series that are open to students, faculty, and public on a variety of topics. In addition, the center sponsors online resources on teaching ethics and incorporating ethics into research.

- **Academic Court**\(^{xii}\): Academic Court convenes when necessary to determine if a violation of the standards of student conduct has occurred and, if so, to determine an appropriate academic penalty and/or University sanction. For additional information, please see pp. 5-13 of the Student Conduct Code.

- **ADA Team**\(^{xiii}\): The Americans with Disabilities Act Team monitors University facilities, programs, policies, plans, and activities to ensure the identification, prevention, and elimination of physical and/or programmatic barriers that interfere with faculty, staff, and student access to the University.

- **Diversity Advisory Council**\(^{xiv}\): The Council encourages, advocates, and facilitates communication, education, and relations to build diversity at The University of Montana. This commitment to diversity is viewed as both an ethical and legal responsibility and an important component of a quality educational experience.

- **University Center Diversity Programming**\(^{xv}\): This initiative united students, staff, and faculty in building a more diverse and welcoming campus. Programs include the **Day of Dialogue**, a full-day symposium designed to create campus-wide discussions and reflections about diversity that enrich the lives of everyone. The University’s support of this and other programs demonstrates a commitment to diversity.

- **Hazing & Harassment Hotline**\(^{xvi}\): The University of Montana will not tolerate hazing or harassment. Such incidents are serious violations of the Student Conduct Code. Students may report incidents of hazing or sexual harassment, malicious verbal intimidation, racial or sexual orientation harassment, or other forms of malicious intimidation by calling the hotline.

- **UM Allies Program**\(^{xvii}\): The UM Allies Program promotes a more welcoming, safe, and inclusive campus for gay, lesbian, bisexual, and transgender (GLBT) individuals and their supporters. By providing opportunities to engage in self-reflection, commitment to addressing intolerance and prejudice, and advocacy on behalf of GLBT community members, the UM Allies Program develops and nurtures allies. Training opportunities are available for any interested faculty, staff, and student coordinators.
University Center Multicultural Alliance: The UC Multicultural Alliance aims to unite students, staff, and faculty in building a more diverse and welcoming campus. Working in collaboration with academic programs and student organizations, the Multicultural Alliance sponsors educational and entertaining cultural events, meetings, and classes that encourage personal growth and create an environment of diversity and equality on campus.

PACE Program: The University of Montana entered into a cooperative agreement with the National Science Foundation ADVANCE program to form the Partnership for Comprehensive Equity (PACE) in fall 2003. PACE focuses on promoting “quality through diversity” in 13 science departments. PACE has developed new recruitment and retention procedures and programs to support the diversification of the science faculty. PACE also manages outreach projects to Native American women scientists. PACE conducted Talking Circles meetings of American Indian women scientists to explore barriers to engagement for Native women in science, held workshops, administered the American Indian Visiting Scholars Program, formed a collaborative graduate student initiative, and created an electronic resource library. PACE also facilitates a national network of Native women scientists called the Indigenous Women in Science Network, which aims to empower emerging scientists and promote the integration of cultural values with science. PACE outreach work has been institutionalized through a new office at UM, Research Opportunities in Science for Native Americans.
• Sustainability and Eco-Minded Outreach and Education: The University of Montana views sustainability as a complex ethical imperative that must engage administrators, faculty, staff, and students. The UM community has a long tradition of working for environmental stewardship and democracy. The President appointed a Sustainable Campus Committee (SCC) to guide and document UM's efforts. The SCC recognizes outstanding efforts to build sustainability with an annual Greening UM award and provides an annual State of the Sustainable Campus report delivered during Earth Week. In addition, in 2008, the University completed a Greenhouse Gas Inventory and created an Office of Sustainability at The University of Montana.

**TANGENTS TO THE OVAL…**

**UM IMPLEMENTS EXEMPLARY MODIFIED DUTIES POLICY**

The University of Montana now offers a modified duties policy for any “primary caregiver” who is a tenure-track or tenured faculty member experiencing the birth, adoption, or foster care placement of a child under the age of six, or caring for an invalid or disabled primary family member. Under the policy, faculty may be released from teaching, research, and/or service for one semester. As stated in the 2009 UFA Collective Bargaining Agreement, “The Administration shall be responsible for funding the faculty modified duties policy and each FMD accommodation is subject to review and final approval by the Provost.” Participants may elect to receive a one-time tenure-clock extension of one year and a delay of their annual evaluation by one year.

This policy was researched, developed, and approved through a collaborative process involving the Office of the Provost, the Partnership for Comprehensive Equity (PACE), the University Faculty Association (UFA), and the Office of Human Resource Services. Although modified duties policies are becoming more common at universities across the country for the birth, adoption, and foster care placement of a child, the inclusion of invalid care in this policy makes it a model for other campuses. It also promotes equity, as the policy can be used by faculty at different life stages.
Curriculum and Service Outreach

- **Group VIII Courses**: The University’s General Education Requirements include Group VIII: Ethics and Human Values (formerly Perspective 5). The courses that satisfy this requirement are offered in many departments across campus. The Group VIII requirement can be met with selected courses from political science, philosophy, liberal studies, history, or modern and classical literature. A full description of these requirements is on the Center for Ethics website.

- **Debating Science Online Resource Center**
  Debating Science is an interdisciplinary and inter-institutional project designed to develop, test, refine, and make widely available a new interdisciplinary model for teaching applied ethics.

- **Native American Studies** (NAS): This academic department’s mission is “to teach critical skills of writing, research, communication, and analysis which focus on the subject matter of American Indian history, literature, ecological views, language, spiritual belief systems, philosophy and contemporary concerns; and to teach about cultural diversity from the perspective of indigenous people of this country.” Further, NAS asserts, “In addition to the primary academic components relating to teaching and research, the department takes as part of its mission, mentoring and supporting NAS majors and minors as well as Native American students outside the major. NAS works with Native American communities and organizations (on and off campus) as requested when appropriate.” In addition, a number of grant funded programs exist to support Native students such as the Sloan Scholars Program.

The Newly Constructed Payne Family Native American Center
• Research coursework features ethical considerations campus-wide. Examples include:

  o Undergraduate Research Ethics Online Resource Center: The purpose of this research center is to provide a critical foundation for understanding ethical conduct in research and to inform students of their responsibilities as scientists, researchers, and citizens.

  o Undergraduate Research Courses: The Davidson Honors College offers the Research Portfolio Seminar. This course is designed to assist undergraduate students with their independent research projects. This seminar enables students conducting research in separate disciplines to apply the intellectual strategies and to explore the ethical concerns common to research in most disciplines.

  o School of Public and Community Health Sciences: The study of ethics is incorporated into healthcare studies courses. An emphasis is placed upon incorporating ethics into practice and research. For example, the following are specific classes taught:

    ▪ Ethical Issues in Public Health: Explores the values and moral issues that underlie U.S. public health policies. The course examines ethical decision making in areas such as policy development, research, environmental health, occupational health, resource allocation, and genetics.


  o Leadership and Specialty Curriculum and Instruction: The following are examples of classes that build competencies and understanding in specific fields of study:

    ▪ Philosophy 443E Ethics and Public Affairs: Examination of morally relevant issues in government, journalism, education and other social institutions. Issues considered include deception, confidentiality, conflicts of interest, privacy, paternalism, responsibilities in conflict with other institutions and responsibilities across national boundaries, among others.

    ▪ C&I 595 Indigenous Ways of Knowing: An experimental graduate course in the College of Education and Human Sciences as part of an online M.Ed. program.

    ▪ Pharmacy 514E Case Studies in Pharmacy Ethics: A practical discussion of pharmacy ethics, as it relates to pharmacy practice.

  o Pre-Medicine Curriculum: The Institute of Medicine and Humanities (a partnership between UM and St. Patrick Hospital), supports an
experimental course through the Davidson Honors College (HC 395 Health Professions Preparation and Overview, 2 credits). This popular course examines career issues including medical ethics, legal issues, the health care system, professionalism, and personal wellness and balance in the workplace.

Technology Transfer, Research, and Sponsored Programs

- Online Research Ethics Course: This course was developed through the Practical Ethics Center at the University of Montana with the Office of Research Integrity (ORI). The course exposes investigators and graduate students to the kinds of ethical issues and federal requirements they encounter throughout their careers and prepares them to deal with those issues and solution requirements.

- Principal Investigator (PI) Training: Mandatory training is required for researchers in the following topics: pre- and post-award grant management, intellectual property, and conflict of interest and misconduct in science compliance. Any UM faculty or staff member who anticipates submitting grant or contract applications on behalf of The University of Montana must complete this training prior to submittal. If a PI does not submit for two years following PI Training, the training must be retaken prior to any proposal submittal.

- Institutional Animal Care and Use Committee (IACUC): The University of Montana Institutional Animal Care and Use Committee is required by law to provide oversight for all animal care and use activity at the University. Care and use of animals for teaching or research purposes are the most common activities. The Department of Laboratory Animal Resources (LAR) provides the necessary services and information for proper, humane care and use of animals whether for wildlife studies, biomedical research, instructional purposes or other venues. LAR must be contacted before animals can be used for any purpose related to University functions or activities.

- Institutional Bio-Safety Committee (IBC): This committee reviews, approves, and maintains a record of all research and teaching activities by faculty, staff, and students, involving hazardous biological agents, toxins, human cell lines, and recombinant DNA molecules (see list below). The IBC must ensure that all activities involving these materials and the facilities used to conduct such research are in compliance with current external regulations and applicable UM policies.

- Institutional Review Board for Use of Human Subjects (IRB): As federally mandated and required by UM policy, all researchers and individuals involved in project activity must complete a self-study course in human subject protection. This requirement may be satisfied by taking one of the following three courses within the last three years.
  - Option 1: Collaborative Institutional Training Initiative (CITI)
  - Option 2: Protecting Human Research Participants
  - Option 3: The University of Montana: Online Research Ethics Course.
Alleged Misconduct in Research: UM Policy 701, regarding Alleged Misconduct in Research and Creative Activities, establishes an administrative process for dealing with misconduct in research and creative activities, or allegations thereof (Exhibit OSM 9-03). In addition, the policy is incorporated into the mandatory PI training.

Code of Ethics of the American Anthropological Association: As referenced in UM Policy 707, University personnel working with indigenous peoples are expected to adhere to Section III. A. of the Code of Ethics of the American Anthropological Association. If requested by the University, the principal or lead investigator must be prepared to certify that advance permission has been obtained from appropriate individuals or groups of the indigenous peoples to be studied and that the research procedures comply with all applicable tribal, state, and federal laws (Exhibit OSM 9-03).

The National Health Institute (NIH): NIH, which funds many research projects at the University, changed its public access policy to comply with a new federal law in 2008. NIH requires that the authors’ final version of any peer-reviewed journal article resulting from NIH-funded activities be submitted to the PubMed Central (PMC) repository, where it will be made available to the public within 12 months after the journal article is published.

Academic, Human Resource, Health, and Financial Data

The University of Montana’s personnel records and proceedings, employee health information, student records, and healthcare information remain confidential as prescribed by law, and are not subject to public disclosure. In addition, the following are examples of efforts to protect the integrity of data relating to student and employee records.

- The Internal Control Committee: This committee develops and facilitates the implementation of a process that documents the internal control systems of the University. The committee has also created a web-based tool whereby managers can assess their internal control vulnerability.

- Identity Theft Prevention Task Force: Reporting to the President, this task force implemented the Federal Trade Commission's Red Flag Rules at The University of Montana. A written program was designed to detect, prevent, and mitigate identity theft in connection with a covered account, as defined by regulations.

- Phishing Educational Program: Phishing is a criminally fraudulent process of attempting to acquire sensitive information such as user names, passwords, and credit card details by masquerading as a trustworthy entity in an electronic communication. The campus receives over three million email messages each day, but only 85,000 actually make it through the Barracuda spam filter. However, in response to a severe phishing incident, the University’s Identity Theft Prevention Task Force implemented a campus-wide education program that resulted in a sustained reduction in student and employee responses to phishing requests.
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- Fraud Prevention Awareness Training: In the summer of 2008, The University of Montana participated in a seminar that was broadcast over the state's teleconferencing system (Vision Net) at 12 locations and attended by approximately 500 state and University employees.

CONTINUOUS REVIEW AND IMPROVEMENT

The University of Montana has pursued a number of avenues to continuously improve its ability to operate in an ethical manner. The University reviews policies in response to changes in law, external circumstances, administrative changes, or issues that arise in the context of implementation, and many policies and procedures are reviewed on predetermined schedules. For example, due to the bargaining cycles, collective bargaining agreement language is reviewed and updated regularly. In addition, the Office of the Commissioner of Higher Education periodically completes a comprehensive Board of Regents’ policy review. BOR Policy 203.3.3xxv authorizes the Commissioner or his/her designee to edit existing policies when the edits do not result in any substantive revision of the policy. Policies requiring changes beyond the authority of the Commissioner are brought forward for the Board of Regents consideration.

BOR Policy 1300.1, Security of Data and Information Technology Resourcesxxvi, states that the security of data and information technology resources must be reviewed no less often than every three years. In addition, committees are often tasked with a set of policies to review. For example, an essential component of the Quality of Work-Life Council’sxxvii charge is to periodically assess and recommend policies to improve the culture of UM.

Another aspect of continuous review and improvement is the proactive practice assessment and change implementation when needed. For example, The Internal Control Committeexxviii is charged with creating tools and procedures that provide an ongoing review of business practices before a breach in the University’s ethics standards or applicable laws occurs. This committee created an online survey that department managers can complete to assess their control systems. These efforts are meant to create accountability for managers to monitor existing process/practices, to ensure the systems are working as intended, and to report on those that do not meet standards. The committee makes recommendations to the President to ensure administrative awareness of its findings.

As a result of a review of athletic policies and procedures, a revised student-athlete recruiting policy now includes a Recruiting Advisory Board composed of the Associate Athletic Director, the Faculty Athletic Representative, and another faculty member. This Board advises the coaches, the Director of Intercollegiate Athletics, and the President concerning the admission of recruits who may present academic or behavioral challenges.

Internal Auditxxix is another integral part of The University of Montana. This department, on a continuing basis and in accordance with the audit plan approved by the President, performs financial and management audits of departments, programs, and other organizational entities of the University. Internal audit findings and recommendations are submitted to the President of the University, who then submits the report to the Board of Regents according to BOR Policy 930.1xxx. If a violation of institutional or system policy is discovered, the Internal Auditor serves as a campus liaison. The Internal Auditor works
with external auditors/representatives to conduct audits or fiscal reviews of University activities for federal or non-federal agencies.

Another example of proactive assessment is the information technology network vulnerability assessment that was completed in the summer of 2008. This assessment was coordinated through the Northwest Academic Computing Consortium. The process involved scanning network ports with a series of known exploits to determine security vulnerabilities. This resulted in a number of recommendations for the campus on revisions in policies, practices and/or the development of educational programs to improve security that aligns with federal guidelines.

**Accurate and Consistent Communications**

The University of Montana strives for excellence in all its endeavors, including creating and sharing new knowledge and serving the public. The University is committed to accurate and direct communication with students, faculty, staff and the public regarding the operations of the University and its accomplishments, achievements and challenges. Various mechanisms are employed, utilizing both print and electronic media (e.g., publications, websites, and official statements). No matter the vehicle of communication used, University personnel are committed to achieving the highest standards of accuracy and consistency in such materials and messages.

*University Relations* serves as the official conduit for news releases and other information distributed to the media and as a resource for other University departments. The office conveys information about the University’s mission, goals, programs, faculty, staff, and students to a number of audiences including parents, alumni, legislators, and the general public. The office produces a number of publications, in cooperation with the Alumni Association, the UM Foundation, and Athletics. In addition to the University’s website, the following are examples of communications produced on campus:

- Main Hall to Main Street
- The Montanan
- Montana’s Agenda
- ForUM
- News Releases
- President’s Report
- Research View
- TGIF News
- UM Style Guide
- Vision

The President is the official spokesperson for the University regarding significant matters of policy and public interest. In the absence of the President, the University Executive Vice President becomes the spokesperson, or other designated individuals play this role. The University complies with state and national laws relating to publications. For example, *UM Policy 602: Media Relations* provides guidance to the campus regarding how to respond to media requests (Exhibit OSM 9-03). In addition, *Montana Code Annotated Title 2, Chapter 3* specifically provides for the rights of public participants and requirements for open meetings and records that create the basis for the University’s actions and interactions with the public regarding its operation as a state university.

The University community is affected by copyright legislation in many different ways. The Mansfield Library publishes on its website a *Copyright Issues and Resources*
Guide for faculty, staff, and students. This guide is intended to provide needed information and resources to effectively navigate copyright concerns.

The University of Montana has invested considerable effort into revising website practices to ensure that all department web pages reflect the University’s culture, values, and institutional character. The campus community has worked together to create a consistent visual image of the University by using standardized logos, letterhead, business cards, envelopes, and other printed materials. The updated Graphics Standards Manual encourages the continuation of this process. In addition, the University has invested in a new content management system which enables standardization of templates used for all web pages. This new technology is user-friendly and requires minimal technical skills for content and graphics editing. The University has also created training programs in the use of the new content management template for all interested faculty and staff.

Implementing effective communications for changes in policies, procedures and practices is always a challenge for a large, diverse organization. To assist with these efforts, the University’s Human Resource Services department created a Communication Plan template to provide a communication process and framework for different stakeholders, departments, and employees. In addition, when implementing changes or attempting to engage feedback, the University uses “town hall” style meetings and outreach to key committees.

Many separate entities make up the diverse and complex organization we know as the University, yet none of these parts stands alone. It is the expectation that all employees share the responsibility to ensure that communications are accurate, accessible and reflect the excellence inherent at The University of Montana.

CONFLICT OF INTEREST

The Board of Regents has several policies that govern conflicts of interest for Montana University System employees and supplement state ethics laws (Exhibit RE 9-02). Employees of the Montana University System “must endeavor to avoid actual or apparent conflicts of interest between their university system duties and obligations and their personal activities, and between their university system duties and obligations and their professional activities outside the university system.” Each unit of the Montana University System is required to maintain a written conflict of interest policy consistent with BOR policies and state law. Annual disclosures of conflicts are required as well as the management and oversight of disclosed conflicts. An annual report is sent to the Board of Regents summarizing efforts that each campus has taken to train employees and assess and manage conflicts of interests.

Also included in Exhibit RE 9-02 is UM Policy 410 regarding conflicts of interest. The policy includes higher standards than required by the Board of Regents policies. Specifically, the policy requires employees in a .5 FTE or greater position to disclose any actual or potential conflict of interest in sponsored research, professional activities, and in work-related family relationships. If a conflict of interest is verified, a written plan to manage the conflict is established in collaboration with UM Legal Counsel and the department director or dean. The policy also requires that all employees complete a conflict of interest training program. In 2008, an online conflict of interest educational program was initiated which enables all employees to complete this requirement. In
addition, UM Legal Counsel has completed training for all lead and principal investigators for sponsored research programs.

**ACADEMIC FREEDOM**

The University community accords the highest priority to the rights and opinions of all. As a free marketplace of ideas, the campus brings together diverse cultures and views of people of the state, nation, and world. The University does not condone limits upon freedom of expression or opinion but expects people to respect the rights of others. Freedom of inquiry in academic pursuits is guaranteed at The University of Montana. In writing and in practice, the University adheres to the American Association of University Professors (AAUP) guidelines on academic freedom. The commitment to academic freedom is also reflected in The University of Montana’s Vision Statement:

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Vision Statement

We will prepare students for success by creating an environment of ideas and excellence that nurtures intellectual, social, economic, and cultural development. We will hold academic quality to be the prime attribute of our institutions, allocating human, physical, and financial resources appropriate to our educational mission. We will encourage scientific development and technology transfer, interactive information systems, economic development and lifelong learning. We will protect academic freedom, practice collegiality, encourage diversity, foster economic prosperity, and be accountable, responsive, and accessible to the people of Montana.
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The University’s commitment to academic freedom is specifically stated in Board of Regents Policy 302xxxviii and in the UFA Collective Bargaining Agreement, Section 6.000 and in UM Policy 101.4xxxviii (Exhibit RE 9-01). All faculty employed by The University of Montana enjoy certain rights and responsibilities. The faculty of the School of Law is governed by the rules established within that unit. All other faculty is governed by Section 6.000 of the UFA CBA, reflected in UM Policy 101.4:

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The University of Montana has had a long tradition of, and a deep commitment to, academic freedom. The welfare and strength of the University and of society at large depend upon the free search for truth and its free expression. To this end, The University of Montana shall recognize and protect full freedom of inquiry, teaching, research, discussion, study, publication, and for artists, the creation and exhibition of works of art, without hindrance, restriction, equivocation, and/or board or Administration reprisal. This right extends to other facets of campus life to include the right of a faculty member to speak on general educational questions or about the Administration and operation of his/her own institution and the Montana University System. The right of academic freedom shall be the right of every faculty member whether tenured or untenured.
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The University encourages faculty to offer a wide variety of courses. The Academic Standards and Curriculum Review Committeexxxix (ASCRC) continually studies the
academic standards and curriculum of the University to identify opportunities for improvement. This committee comprises 12 faculty members, five students, the Provost and Vice President for Academic Affairs (ex officio and nonvoting), and the Registrar (ex officio and nonvoting) who serves as recorder. In addition, faculty and students regularly participate in national and international gatherings, and diverse viewpoints are represented by campus speakers and cultural events.

**SUMMARY**

The University of Montana’s character and culture is based on a core belief that authentic integrity is reliant on each individual’s inner code of conduct that guides behavior and decisions. With that belief in mind, policies, procedures and programs have been developed to create a shared understanding of appropriate conduct for decision making and actions which are aligned with the University’s commitment for institutional excellence. The following are specific accomplishments and strengths that have been identified in the self-study. The University of Montana:

- Demonstrates continued commitment to grow and develop diversity initiatives that result in a culture that is welcoming, respectful and collaborative;
- Continues to expand and grow sustainability initiatives through a number of operational, academic and global practices and programs;
- Develops clear guidelines and policies concerning ethical behavior of administrators, the Board of Regents, faculty, students, and staff. These guidelines are published, and training is provided as needed;
- Evaluates and updates its policies as needed to reflect current issues, laws and changes in technology;
- Ensures that publications and websites reflect accurate information;
- Provides the training and operational oversight to ensure that conflicts of interest are disclosed and effectively managed; and
- Supports faculty and students in regard to Academic Freedom and integrity in the research and learning process.
STANDARD NINE: INTEGRITY

WEBSITES REFERENCED

i The Strategic Directions for The University of Montana:
   http://www.umt.edu/president/strategic.aspx


iii UM Policies: http://www.umt.edu/policies/

iv MCA 2.2, Administration Standards of Conduct:
   http://data.opi.state.mt.us/bills/mca_toc/2_2.htm

v UFA Collective Bargaining Agreement:
   http://www.umt.edu/provost/facultyinfo/docs/UFACBA.pdf

vi COT Faculty Collective Bargaining Agreement:
   http://www.umt.edu/provost/facultyinfo/docs/COTCBA.pdf

vii MUS collective bargaining agreements: http://www.mus.edu/hr/cba/collbarg.asp

viii Student Rights Section of 2009-2010 Course Catalog:
   http://www.umt.edu/catalog/eso/services/rights.html

ix UM Student-Athlete Handbook:

x University Athletic Committee: http://www.umt.edu/committees/universityathletic.aspx

xi Center for Ethics: http://www.umt.edu/ethics/

xii Academic Court: http://www.umt.edu/committees/academiccourt.aspx

xiii ADA Team: http://www.umt.edu/committees/americansdisabilities.aspx

xiv Diversity Advisory Council: http://www.umt.edu/committees/diversity.aspx

xv UC Diversity Programming/Multicultural Alliance:
   http://life.umt.edu/UC/ucsi/diversity_program/default.php

xvi Hazing & Harassment Hotline: http://life.umt.edu/diversity/haze.php

xvii UM Allies Program: http://life.umt.edu/diversity/umallies/

xviii Partnership for Comprehensive Equity (PACE) Program: http://pace.dbs.umt.edu/

xix Sustainable Campus Committee: http://www.umt.edu/committees/sustaincomm.aspx
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xx Office of Sustainability (Greening UM): [http://www.umt.edu/greeningum/default.aspx](http://www.umt.edu/greeningum/default.aspx)

  xxi Debating Science Online Resource Center:


xxii Native American Studies Department: [http://www.cas.umt.edu/nas/](http://www.cas.umt.edu/nas/)

xxiii UM Policy 701, Alleged Misconduct in Research: [http://www.umt.edu/policies/700-RandD/allegedmisconduct.aspx](http://www.umt.edu/policies/700-RandD/allegedmisconduct.aspx)


xxvi BOR Policy 1300.1, Security of IT: [http://mus.edu/borpol/bor1300/1300-1.htm](http://mus.edu/borpol/bor1300/1300-1.htm)

xxvii Quality of Work-Life Council: [http://www.umt.edu/hrs/qualityworklife/](http://www.umt.edu/hrs/qualityworklife/)

xxviii Internal Control Committee: [http://www.umt.edu/committees/internalcontrol.aspx](http://www.umt.edu/committees/internalcontrol.aspx)

xxix Internal Audit: [http://www.umt.edu/iaud/](http://www.umt.edu/iaud/)

xxx BOR Policy 930.1, Internal Audit Reports: [http://mus.edu/borpol/bor900/9301.htm](http://mus.edu/borpol/bor900/9301.htm)

xxxi University Relations: [http://www.umt.edu/urelations/](http://www.umt.edu/urelations/)


xxxiii MCA 2.3, Nepotism: [http://data.opi.state.mt.us/bills/mca_toc/2_3.htm](http://data.opi.state.mt.us/bills/mca_toc/2_3.htm)

xxxiv Mansfield Library Copyright Issues and Resources Guide:

      [http://libguides.lib.umt.edu/copyright](http://libguides.lib.umt.edu/copyright)


xxvi UM Policy 410: Conflict of Interest and Financial Disclosure:

      [http://www.umt.edu/Policies/400-HumanResources/conflictofinterest.aspx](http://www.umt.edu/Policies/400-HumanResources/conflictofinterest.aspx)


xxviii UM Policy 101.4: Rights and Responsibilities of Academic Personnel:

      [http://www.umt.edu/Policies/100-AcademicAffairs/RandR-AcadPersonnel.aspx](http://www.umt.edu/Policies/100-AcademicAffairs/RandR-AcadPersonnel.aspx)

xxix ASCRC: [http://www.umt.edu/facultysenate/committees/ASCRC/default.aspx](http://www.umt.edu/facultysenate/committees/ASCRC/default.aspx)
The University of Montana

2010 Self-Study

Appendix Listing

1. Standard One  Student FTE Enrollment Analysis, FY 2004-FY 2010  Exhibit SM 1-01
2. Standard Three  Retention and Graduation Rates, Fall 1991 to Fall 2007  Exhibit RD 3-04
3. Standard Three  Undergraduate Attrition, Fall 2007 to Fall 2008  Exhibit OSM 3-01
4. Standard Three  Admissions Report  Required Table #1
5. Standard Three  Student Affairs Staff Profile  Required Table #2
6. Standard Four  Faculty Counts Table  Exhibit RD 4-01
7. Standard Four  Institutional Faculty Profile  Required Table #1
8. Standard Five  Mansfield Library General Funds Budget Pattern  Exhibit RE 5-09
9. Standard Six  The University of Montana-Missoula Organizational Chart  Exhibit RD 6-02
10. Standard Six  Academic Affairs Organizational Chart  Exhibit RD 6-02
11. Standard Seven  Current Funds Revenues  Required Table #1
12. Standard Seven  Current Funds Expenditures and Mandatory Transfers  Required Table #2
13. Standard Seven  Summary Report of Revenues and Expenditures  Required Table #3
14. Standard Seven  Sources of Financial Aid  Required Table #4
15. Standard Seven  Operating Gifts and Endowments-UM Foundation  Required Table #9
16. Standard Seven  Operating Gifts and Endowments-Grizzly Scholarship Association  Required Table #9
17. Standard Seven  Capital Investments  Required Table #10
18. Standard Eight  Administration and Finance Organizational Chart  Exhibit OSM 8-06
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## The University of Montana
### Student FTE Enrollment Analysis, FY 2004-FY 2010

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### The University of Montana
### Retention and Graduation Rates, Fall 1991 to Fall 2007

Institution-wide Rates for All First-time, Full-time, Bachelor-degree-seeking Freshmen

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<th>Fall</th>
<th>Headcount</th>
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<th>Average SAT</th>
<th>Grad After 1 Year</th>
<th>Cont After 1 Year</th>
<th>Grad After 2 Years</th>
<th>Cont After 2 Years</th>
<th>Grad Within 4 Years</th>
<th>Cont Within 4 Years</th>
<th>Grad Within 5 Years</th>
<th>Cont Within 5 Years</th>
<th>Grad Within 6 Years</th>
<th>Cont Within 6 Years</th>
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<td>35.5%</td>
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<td>14.7%</td>
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<td>29.1%</td>
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<td>6.2%</td>
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<td>39.9%</td>
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<td>33.4%</td>
<td>36.9%</td>
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NOTES: As reported to the Consortium for Student Retention Data Exchange (CSRDE), Center for Institutional Data Exchange and Analysis, University of Oklahoma.

Cohorts consist of first-time full-time bachelor-degree-seeking students (freshmen) with no college experience. Includes students enrolled in the fall term who attended for the first time in the prior summer term.
## The University of Montana
### Undergraduate Attrition, Fall 2007 to Fall 2008

<table>
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<th>Totals</th>
<th>Traditional Degree-Seeking</th>
<th>Nondegree-Seeking</th>
<th>Post-Baccalaureate</th>
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<tr>
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<td>Residents</td>
<td>Nonresidents</td>
<td>WUE</td>
<td>Subtotal</td>
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<td>1,829</td>
<td>695</td>
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<tr>
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<td>519</td>
<td>113</td>
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<tr>
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<td>461</td>
<td>208</td>
<td>20</td>
<td>689</td>
</tr>
<tr>
<td>Plus: Re-enrolling Students - Fall 08</td>
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<td>135</td>
<td>13</td>
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<td>Residency/Level Changes</td>
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<td>(60)</td>
<td>(20)</td>
<td>(34)</td>
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<tr>
<td>Less: Graduations-Fall 07 thru Summer 08</td>
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<td>(271)</td>
<td>(126)</td>
<td>(1,447)</td>
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<tr>
<td>Less: Total Enrolled Fall 08</td>
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<td>519</td>
<td>113</td>
<td>1,868</td>
</tr>
<tr>
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<td>119</td>
<td>8</td>
<td>417</td>
</tr>
<tr>
<td>Plus: Re-enrolling Students - Fall 08</td>
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<td>2</td>
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<tr>
<td>Residency/Level Changes</td>
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<td>(14)</td>
<td>(6)</td>
<td>23</td>
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<tr>
<td>Less: Graduations-Fall 07 thru Summer 08</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Plus: Persisting Degreed Undergraduates</td>
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<td>0</td>
<td>0</td>
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</tr>
<tr>
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<td>(296)</td>
<td>(142)</td>
<td>(1,424)</td>
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<td>(280)</td>
<td>(4,689)</td>
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<td>27.7%</td>
<td>15.0%</td>
<td>25.9%</td>
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## The University of Montana
### Undergraduate Attrition, Fall 2007 to Fall 2008

**Upper Division**

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<th>Nondegree-Seeking</th>
<th>Post-Baccalaureate</th>
<th>Total</th>
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<td>Subtotal</td>
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<td>3,423</td>
<td>814</td>
<td>336</td>
<td>4,573</td>
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<tr>
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<td>138</td>
<td>1,434</td>
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<tr>
<td>Plus: New Freshman - Fall 08</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Plus: New Transfers - Fall 08</td>
<td>171</td>
<td>89</td>
<td>12</td>
<td>272</td>
</tr>
<tr>
<td>Plus: Re-enrolling Students - Fall 08</td>
<td>434</td>
<td>66</td>
<td>11</td>
<td>511</td>
</tr>
<tr>
<td>Residency/Level Changes</td>
<td>(22)</td>
<td>(35)</td>
<td>(10)</td>
<td>(67)</td>
</tr>
<tr>
<td>Less: Graduations-Fall 07 thru Summer 08</td>
<td>(1,050)</td>
<td>(271)</td>
<td>(126)</td>
<td>(1,447)</td>
</tr>
<tr>
<td>Plus: Persisting Degreed Undergraduates</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Less: Upper Enrolled Fall 08</td>
<td>(3,493)</td>
<td>(808)</td>
<td>(339)</td>
<td>(4,640)</td>
</tr>
<tr>
<td>Attrition Fall 08</td>
<td>478</td>
<td>140</td>
<td>22</td>
<td>640</td>
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<tr>
<td>Percent Attrition</td>
<td>14.0%</td>
<td>17.2%</td>
<td>6.5%</td>
<td>14.0%</td>
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### Calculated Totals

<table>
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<tr>
<th></th>
<th>Traditional Degree-Seeking</th>
<th>Nondegree-Seeking</th>
<th>Post-Baccalaureate</th>
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<tr>
<td>Total Undergrads Enrolled Fall 07</td>
<td>Residents</td>
<td>Nonresidents</td>
<td>WUE</td>
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<td>Plus: Re-enrolling Students - Fall 08</td>
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<td>135</td>
<td>13</td>
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<tr>
<td>Residency/Level Changes</td>
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<td>Progression Lower to Upper Differences</td>
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<td>(4)</td>
<td>10</td>
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<tr>
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<td>(1,050)</td>
<td>(271)</td>
<td>(126)</td>
<td>(1,447)</td>
</tr>
<tr>
<td>Plus: Persisting Degreed Undergraduates</td>
<td>4</td>
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<td>0</td>
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<tr>
<td>Less: Total Enrolled Fall 08</td>
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<td>(1,939)</td>
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<td>76</td>
<td>1,817</td>
</tr>
<tr>
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<td>19.9%</td>
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<tr>
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### The University of Montana

#### Standard 3: Students - Table 1 - Admissions Report

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<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
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<tr>
<td><strong>First-time Freshmen Applications Received</strong></td>
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<tr>
<td>Applied</td>
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<td>4,756</td>
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<td>197</td>
<td>224</td>
<td>223</td>
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<td>2,199</td>
<td>2,479</td>
<td>2,369</td>
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<td><strong>Transfer Applications Received</strong></td>
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<td>1,607</td>
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<td>204</td>
<td>207</td>
<td>253</td>
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<td>833</td>
<td>915</td>
<td>979</td>
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<td><strong>Readmission Applications Received</strong></td>
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<td>31</td>
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<td>170</td>
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<td><strong>Graduate Applications Received</strong></td>
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<td>1,810</td>
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<td>746</td>
<td>709</td>
<td>876</td>
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<tr>
<td>Denied*</td>
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<td>1,015</td>
<td>949</td>
<td>934</td>
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<tr>
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<td>416</td>
<td>394</td>
<td>500</td>
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<td><strong>Professional Applications Received</strong></td>
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<td>630</td>
<td>601</td>
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<td>255</td>
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<td>119</td>
<td>116</td>
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<td><strong>Nondegree Applications Received</strong></td>
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<tr>
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<td>259</td>
<td>206</td>
<td>190</td>
<td>195</td>
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</table>

* Denials are not recorded in the MUS Student Datawarehouse. This figure is derived, calculated as the difference between the number of applied and admitted students.

** Professional practice doctoral applicants, formerly first-professional.
<table>
<thead>
<tr>
<th>Gender:</th>
<th>Professional</th>
<th>Support</th>
<th>Student</th>
<th>Other</th>
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</thead>
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<tr>
<td>Female</td>
<td>72</td>
<td>142</td>
<td>455</td>
<td>12</td>
</tr>
<tr>
<td>Male</td>
<td>37</td>
<td>88</td>
<td>316</td>
<td>9</td>
</tr>
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<td>Degrees:</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD, EdD</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>MD, JD, MSW</td>
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<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td>MA, MS</td>
<td>23</td>
<td>9</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>BA, BS</td>
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<td>66</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>AA, AAS, Certificate, etc.</td>
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<td>53</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Years Experience in Field:</td>
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<td>1</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>less than 5</td>
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<td>50</td>
<td>667</td>
<td>11</td>
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<tr>
<td>5 - 10</td>
<td>24</td>
<td>68</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>11 - 15</td>
<td>12</td>
<td>43</td>
<td>0</td>
<td>3</td>
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<tr>
<td>16 - 20</td>
<td>13</td>
<td>22</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>more than 20</td>
<td>47</td>
<td>46</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Full-time:</td>
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<td></td>
</tr>
<tr>
<td>9/10 months</td>
<td>11</td>
<td>26</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12 months</td>
<td>69</td>
<td>181</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Part-time:</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/10 months</td>
<td>15</td>
<td>12</td>
<td>587</td>
<td>0</td>
</tr>
<tr>
<td>12 months</td>
<td>14</td>
<td>11</td>
<td>184</td>
<td>22</td>
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</tbody>
</table>
## The University of Montana

### Faculty Counts, Academic Year 2008-09

<table>
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<tr>
<th>Headcount</th>
<th>Percentage of Total</th>
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<tr>
<td></td>
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<td></td>
<td>FT</td>
</tr>
<tr>
<td>Total faculty</td>
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<tr>
<td>Nonresident alien (international)</td>
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<td>Minorities</td>
<td>67</td>
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<tr>
<td>Women</td>
<td>189</td>
</tr>
<tr>
<td>Men</td>
<td>330</td>
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<tr>
<td>Tenure status</td>
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</tr>
<tr>
<td>Tenured (CT)</td>
<td>309</td>
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<tr>
<td>Tenure track (PT)</td>
<td>151</td>
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<tr>
<td>Nonrenurable (NT)</td>
<td>59</td>
</tr>
<tr>
<td>Rank</td>
<td>519</td>
</tr>
<tr>
<td>Professor</td>
<td>221</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>128</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>135</td>
</tr>
<tr>
<td>Instructor</td>
<td>19</td>
</tr>
<tr>
<td>Lecturer</td>
<td>16</td>
</tr>
<tr>
<td>Total full-time equivalent (FTE)</td>
<td>519</td>
</tr>
<tr>
<td>Have doctorate, FP, or other terminal degree</td>
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<td>Highest degree is Doctorate (PhD, EdD)</td>
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<tr>
<td>Highest degree is Juris Doctor (FP degree)</td>
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<tr>
<td>Highest degree is PharmD (FP degree)</td>
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<tr>
<td>Terminal master's or other terminal degree</td>
<td>39</td>
</tr>
<tr>
<td>Have other than a terminal degree (nonterminal)</td>
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</tr>
<tr>
<td>Highest degree is master's (nonterminal)</td>
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<tr>
<td>Highest degree is bachelor's</td>
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<tr>
<td>Degree status is ABD (all but dissertation)</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
</tbody>
</table>

*January 15, 2009 REVISED*  
NWCCU – UM Total, Instr and All; USNWR – Mountain Campus, Instr; Princeton Review – UM Total, Instr; CDS – UM Total
## Standard 4: Faculty – Table 1 – Institutional Faculty Profile
Profile of Instructional Faculty at The University of Montana for Academic Year 2008-09

<table>
<thead>
<tr>
<th>Rank and Tenure Status</th>
<th>All Instructional Faculty (Number)</th>
<th>Full-time Instructional Faculty</th>
<th>Number of Highest Awarded Degrees</th>
<th>Academic Year Salary ($)</th>
<th>Years of Experience at UM</th>
<th>Average Fall 2008 Credit Hour Load</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr⁴ M Bacc Prof License Less than Bacc No Data</td>
<td>Minimum Average Maximum Min Avg Max Min Avg Max</td>
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<td></td>
</tr>
<tr>
<td>Professor</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>Tenure line</td>
<td>205</td>
<td>8</td>
<td>213</td>
<td>174 31 0 0 0 0 0</td>
<td>51,948 78,076 142,673</td>
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</tr>
<tr>
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<td>10</td>
<td>15</td>
<td>3 2 0 0 0 0 0</td>
<td>52,000 76,865 115,000</td>
<td>0 6 15 6 8 10</td>
</tr>
<tr>
<td>Associate Professor</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>108 15 1 0 0 0</td>
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</tr>
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<td>3</td>
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<td>127</td>
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<td>26,400 44,262 90,577</td>
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<tr>
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<td>195</td>
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<td>26,187 36,544 62,063</td>
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<td></td>
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</tr>
<tr>
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<td>9</td>
<td>25</td>
<td>8 6 2 0 0 0</td>
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<tr>
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<td>1 0 0 0 0 0</td>
<td>30,000 30,000 30,000</td>
<td>1 1 1 0 0 0</td>
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</tbody>
</table>

¹ Source: The University of Montana Office of Planning, Budget and Analysis, employee database, unpublished data, derived.
² Instructional faculty includes those with instructional FTE of 0.01 or higher.
³ Salaries for faculty on fiscal year (twelve-month) contracts have been adjusted to the academic year (nine-month) equivalent.
⁴ Doctorates, including professional practice doctorates (J.D., PharmD, DPT)
### Standard 4: Faculty – Table 1 – Institutional Faculty Profile (continued)
Profile of Research Faculty at The University of Montana for Academic Year 2008-09

<table>
<thead>
<tr>
<th>Rank and Tenure Status</th>
<th>All Research Faculty (Number)</th>
<th>Full-time Research Faculty</th>
<th>Number of Highest Awarded Degrees</th>
<th>Academic Year Salary ($)</th>
<th>Years of Experience at UM</th>
<th>Average Fall 2008 Credit Hour Load</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Time</td>
<td>Part Time</td>
<td>Total</td>
<td>Dr⁴</td>
<td>M</td>
<td>Bacc</td>
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<td>7</td>
<td>14</td>
<td>6</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Assistant Professor</td>
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⁴ Source: The University of Montana Office of Planning, Budget and Analysis, employee database, unpublished data, derived.
⁵ Research faculty includes those with no instructional FTE.
⁶ Salaries for faculty on fiscal year (twelve-month) contracts have been adjusted to the academic year (nine-month) equivalent.
⁷ Doctorates, including professional practice doctorates (J.D., PharmD, DPT)
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# The University of Montana

## Standard 7: Finance - Table 1 - Current Funds Revenues (Public Institutions Only)

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<tbody>
<tr>
<td></td>
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<td>Year 2 (FY08)</td>
<td>Year 3 (FY09)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>% ¹</td>
<td>Amount</td>
<td>% ¹</td>
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<td>Tuition and Fees</td>
<td>82,339,623</td>
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<td>85,359,066</td>
<td>30.70%</td>
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<tr>
<td>State</td>
<td>41,533,783</td>
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<td>48,206,994</td>
<td>17.34%</td>
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<tr>
<td>Government Grants &amp; Contracts Federal: Unrestricted</td>
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</tr>
<tr>
<td>Restricted</td>
<td>52,105,763</td>
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<td>52,073,767</td>
<td>18.73%</td>
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<tr>
<td>State: Unrestricted</td>
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<tr>
<td>Restricted</td>
<td>7,355,134</td>
<td>2.74%</td>
<td>7,936,919</td>
<td>2.86%</td>
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<td>Local: Unsirestricted</td>
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<tr>
<td>Restricted</td>
<td>5,839,636</td>
<td>2.18%</td>
<td>7,647,011</td>
<td>2.75%</td>
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<td>Private Gifts, Grants, Contracts Restricted</td>
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<td>Grants, Contracts</td>
<td>15,096,392</td>
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<td>19,548,136</td>
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<td>Auxiliary Enterprises</td>
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<td>10.28%</td>
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<td>17,156,561</td>
<td>6.39%</td>
<td>14,064,145</td>
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<td>Total Current Funds</td>
<td>268,314,675</td>
<td>100.00%</td>
<td>277,997,821</td>
<td>100.00%</td>
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¹ Percentage of Total Current Fund Revenues
² Most recent fiscal year for which audited financial statements are available
⁴ Fee Income for Auxiliaries is included in line titled "Tuition and Fees"
The University of Montana  
Standard 7: Finance - Table 1 - Current Funds Revenues (Public Institutions Only)

<table>
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<tr>
<th>Source (IPEDS Report)</th>
<th>Year 4 (FY10)</th>
<th>Year 5 (FY11)</th>
<th>Year 6 (FY12)</th>
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<td>Tuition and Fees</td>
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<td>93,400,000</td>
<td>96,200,000</td>
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<td>Government Appropriations</td>
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</tr>
<tr>
<td>Federal</td>
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<td></td>
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<tr>
<td>State</td>
<td>54,400,000</td>
<td>49,800,000</td>
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<tr>
<td>Local</td>
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<tr>
<td>Government Grants &amp; Contracts</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Federal:</td>
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<tr>
<td>State:</td>
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<td>8,500,000</td>
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<td>Local:</td>
<td>8,500,000</td>
<td>8,500,000</td>
<td>8,500,000</td>
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<tr>
<td>Private Gifts,</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Grants, Contracts</td>
<td>25,500,000</td>
<td>20,000,000</td>
<td>20,000,000</td>
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<tr>
<td>Investment</td>
<td>(2,000,000)</td>
<td>2,000,000</td>
<td>2,000,000</td>
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<tr>
<td>Income</td>
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<tr>
<td>Sales and Services of Educational Activities</td>
<td>13,400,000</td>
<td>13,800,000</td>
<td>14,200,000</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>29,300,000</td>
<td>30,200,000</td>
<td>31,100,000</td>
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<td>Other Sources</td>
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<td>16,500,000</td>
<td>17,000,000</td>
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<td>Independent Operations</td>
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<td>Total Current Funds</td>
<td>304,700,000</td>
<td>304,700,000</td>
<td>311,500,000</td>
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3 Budget for Current Year

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2 of 2
# The University of Montana

## Standard 7: Finance - Table 2 - Current Funds Expenditures and Mandatory Transfers (Public Institutions Only)

### Functions (IPEDS Report)

| | ACTUAL |
| --- | --- | --- | --- | --- |
| | Year 1 (FY07) | Year 2 (FY08) | Year 3 (FY09)  |
| | Amount | % ¹ | Amount | % | Amount | % |
| **Education and General Expenditures** | | | | | | |
| Instruction | 70,728,029 | 30.47% | 73,437,874 | 29.23% | 76,656,418 | 29.05% |
| Research | 38,731,927 | 16.69% | 39,664,627 | 15.79% | 41,162,269 | 15.60% |
| Public Service | 11,202,000 | 4.83% | 11,934,204 | 4.75% | 12,361,194 | 4.68% |
| Academic Support | 18,953,013 | 8.17% | 22,921,981 | 9.13% | 25,042,439 | 9.49% |
| Student Services | 16,684,067 | 7.19% | 17,674,864 | 7.04% | 18,452,367 | 6.99% |
| Institutional Support | 19,393,566 | 8.36% | 20,673,382 | 8.23% | 21,466,231 | 8.13% |
| Plant Operations & Maintenance | 15,771,777 | 6.80% | 19,942,213 | 7.94% | 21,466,231 | 8.13% |
| Scholarships and Fellowships | 12,270,683 | 5.29% | 13,702,987 | 5.46% | 15,550,438 | 5.89% |
| **Educational and General Mandatory Transfer** | | | | | | |
| **Total Educational and General Expenditures/ Mandatory Transfers** | 203,735,062 | 87.78% | 219,952,132 | 87.56% | 230,640,499 | 87.39% |
| Auxiliary Enterprises (Including Transfers) | 28,365,152 | 12.22% | 31,246,655 | 12.44% | 33,276,186 | 12.61% |
| Hospitals (Including Transfers) | | | | | | |
| Independent Operations (Including Transfers) | | | | | | |
| **Total Current Funds Expenditures & Mandatory Transfers** | 232,100,214 | 100.00% | 251,198,787 | 100.00% | 263,916,685 | 100.00% |

¹ Percentage of Total Current Fund Revenues

² Most recent fiscal year for which audited financial statements are available
## The University of Montana

### Standard 7: Finance - Table 2 - Current Funds Expenditures and Mandatory Transfers (Public Institutions Only)

<table>
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<tr>
<th>Functions (IPEDS Report)</th>
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<td>Year 4 (FY10)</td>
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<td>Amount</td>
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<td><strong>Education and General Expenditures</strong></td>
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<tr>
<td>Instruction</td>
<td>81,500,000</td>
</tr>
<tr>
<td>Research</td>
<td>42,000,000</td>
</tr>
<tr>
<td>Public Service</td>
<td>12,500,000</td>
</tr>
<tr>
<td>Academic Support</td>
<td>27,600,000</td>
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<tr>
<td>Student Services</td>
<td>19,300,000</td>
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<tr>
<td>Institutional Support</td>
<td>21,900,000</td>
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<tr>
<td>Plant Operations &amp; Maintenance</td>
<td>20,200,000</td>
</tr>
<tr>
<td>Scholarships and Fellowships</td>
<td>16,800,000</td>
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<tr>
<td><strong>Educational and General Mandatory Transfer</strong></td>
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</tr>
<tr>
<td>Total Educational and General Expenditures/ Mandatory Transfers</td>
<td>241,800,000</td>
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<tr>
<td>Auxiliary Enterprises (Including Transfers)</td>
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<tr>
<td>Hospitals (Including Transfers)</td>
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<tr>
<td>Independent Operations (Including Transfers)</td>
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<tr>
<td><strong>Total Current Funds Expenditures &amp; Mandatory Transfers</strong></td>
<td>278,800,000</td>
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3 Budget for Current Year
The University of Montana  
Standard 7: Finance - Table 3 - Summary Report of Revenues and Expenditures (Public¹ and Private Institutions)

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<th>PROJECTED</th>
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</thead>
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<td>Year 1 (FY07 )</td>
<td>Year 2 (FY08 )</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>Amount</td>
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<td>Education and General</td>
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<td>Revenues</td>
<td>241,400,416</td>
<td>249,420,167</td>
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<td>Expenditures</td>
<td>203,735,062</td>
<td>219,952,132</td>
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<tr>
<td>Transfers - Mandatory</td>
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<tr>
<td>- Non Mandatory</td>
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<tr>
<td>Net Excess (Deficit)</td>
<td>37,665,354</td>
<td>29,468,035</td>
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<tr>
<td>Auxiliary Enterprises</td>
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</tr>
<tr>
<td>Revenues</td>
<td>26,914,259</td>
<td>28,577,654</td>
</tr>
<tr>
<td>Expenditures</td>
<td>28,365,152</td>
<td>31,246,655</td>
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<tr>
<td>Transfers - Mandatory</td>
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<td></td>
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<tr>
<td>- Non Mandatory</td>
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<tr>
<td>Net Excess (Deficit)</td>
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<tr>
<td>Net Operational Excess (Deficit)</td>
<td>36,214,461</td>
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¹ Optional for public institutions  
² Most recent fiscal year for which audited financial statements are available  
³ Budget for Current Year
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<td>Amount ($ 000)</td>
<td>%</td>
<td>Amount ($ 000)</td>
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<td>Amount ($ 000)</td>
<td>%</td>
<td>Amount ($ 000)</td>
<td>%</td>
</tr>
<tr>
<td>Financial aid to</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>students, all sources</td>
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<tr>
<td></td>
<td>82,476</td>
<td>100%</td>
<td>89,273</td>
<td>100%</td>
<td>106,619</td>
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<td>113,150</td>
<td>100%</td>
<td>119,040</td>
<td>100%</td>
<td>125,250</td>
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</tr>
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<td>Gift aid (grants,</td>
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<tr>
<td>scholarships, tuition</td>
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</tr>
<tr>
<td>or fee waivers)</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Federal gift aid</td>
<td>30,357</td>
<td>37%</td>
<td>32,257</td>
<td>36%</td>
<td>38,969</td>
<td>37%</td>
<td>42,000</td>
<td>37%</td>
<td>42,800</td>
<td>36%</td>
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<td>Pell Grants</td>
<td>11,542</td>
<td>14%</td>
<td>12,022</td>
<td>13%</td>
<td>13,815</td>
<td>13%</td>
<td>18,900</td>
<td>17%</td>
<td>19,700</td>
<td>17%</td>
<td>19,500</td>
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<td>Other federal grants</td>
<td>10,356</td>
<td>13%</td>
<td>10,750</td>
<td>12%</td>
<td>12,436</td>
<td>12%</td>
<td>17,500</td>
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<td></td>
<td>1,186</td>
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<td>1,272</td>
<td>1%</td>
<td>1,379</td>
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<td>1%</td>
<td>1,500</td>
<td>1%</td>
<td>600</td>
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<tr>
<td>State or local</td>
<td>8,561</td>
<td>10%</td>
<td>8,668</td>
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<td>9,935</td>
<td>9%</td>
<td>9,900</td>
<td>9%</td>
<td>9,900</td>
<td>8%</td>
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<td>8%</td>
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<tr>
<td>government gift aid</td>
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<tr>
<td>Institutional aid and</td>
<td>10,254</td>
<td>12%</td>
<td>11,566</td>
<td>13%</td>
<td>15,219</td>
<td>14%</td>
<td>13,200</td>
<td>12%</td>
<td>13,200</td>
<td>11%</td>
<td>13,200</td>
<td>11%</td>
</tr>
<tr>
<td>other (scholarships,</td>
<td></td>
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<td>fellowships, grants)</td>
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<tr>
<td>Loans to students*</td>
<td>50,803</td>
<td>62%</td>
<td>55,601</td>
<td>62%</td>
<td>65,968</td>
<td>62%</td>
<td>69,600</td>
<td>62%</td>
<td>74,690</td>
<td>63%</td>
<td>81,100</td>
<td>65%</td>
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<tr>
<td>Federal loans</td>
<td>49,493</td>
<td>60%</td>
<td>52,550</td>
<td>59%</td>
<td>62,684</td>
<td>59%</td>
<td>66,300</td>
<td>59%</td>
<td>71,290</td>
<td>60%</td>
<td>77,600</td>
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<tr>
<td>Institutional loans</td>
<td>0</td>
<td>0%</td>
<td>91</td>
<td>0%</td>
<td>118</td>
<td>0%</td>
<td>100</td>
<td>0%</td>
<td>100</td>
<td>0%</td>
<td>100</td>
<td>0%</td>
</tr>
<tr>
<td>Private loans to</td>
<td>1,309</td>
<td>2%</td>
<td>2,960</td>
<td>3%</td>
<td>3,166</td>
<td>3%</td>
<td>3,200</td>
<td>3%</td>
<td>3,300</td>
<td>3%</td>
<td>3,400</td>
<td>3%</td>
</tr>
<tr>
<td>students*</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Work-study aid</td>
<td>1,317</td>
<td>2%</td>
<td>1,414</td>
<td>2%</td>
<td>1,682</td>
<td>2%</td>
<td>1,550</td>
<td>1%</td>
<td>1,550</td>
<td>1%</td>
<td>1,550</td>
<td>1%</td>
</tr>
<tr>
<td>Federal work-study</td>
<td>973</td>
<td>1%</td>
<td>1,011</td>
<td>1%</td>
<td>931</td>
<td>1%</td>
<td>1,200</td>
<td>1%</td>
<td>1,200</td>
<td>1%</td>
<td>1,200</td>
<td>1%</td>
</tr>
<tr>
<td>State work-study</td>
<td>344</td>
<td>0%</td>
<td>404</td>
<td>0%</td>
<td>751</td>
<td>1%</td>
<td>350</td>
<td>0%</td>
<td>350</td>
<td>0%</td>
<td>350</td>
<td>0%</td>
</tr>
<tr>
<td>Federal PLUS loans to</td>
<td>7,763</td>
<td>----</td>
<td>7,805</td>
<td>----</td>
<td>6,757</td>
<td>----</td>
<td>7,200</td>
<td>----</td>
<td>7,700</td>
<td>----</td>
<td>8,300</td>
<td>----</td>
</tr>
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<td>parents</td>
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</tr>
<tr>
<td>Total</td>
<td>90,239</td>
<td>----</td>
<td>97,077</td>
<td>----</td>
<td>113,376</td>
<td>----</td>
<td>120,350</td>
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<td>126,740</td>
<td>----</td>
<td>133,550</td>
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</tbody>
</table>

Note: Projections assume elimination of some federal grants (ACG, SMART), flat scholarships and waivers, and elimination of current Perkins loans.

*Loans to students for which the funds pass through the Financial Aid Office. Does not include loans to parents.
## The University of Montana

### Standard 7: Finance - Table 9 - Operating Gifts and Endowments-UM Foundation (Public and Private Institutions)

<table>
<thead>
<tr>
<th></th>
<th>ACTUAL</th>
<th>PROJECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1 (FY07)</td>
<td>Year 2 (FY08)</td>
</tr>
<tr>
<td><strong>UM Foundation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Gifts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations Restricted</td>
<td>5,275,620</td>
<td>3,513,964</td>
</tr>
<tr>
<td>Operations Unrestricted</td>
<td>11,740,308</td>
<td>12,162,608</td>
</tr>
<tr>
<td>Endowments Exclusive of Foundation Gifts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plant</td>
<td>4,755,090</td>
<td>1,034,300</td>
</tr>
<tr>
<td>Total</td>
<td>21,771,018</td>
<td>16,710,872</td>
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<tr>
<td>Ratio of Annual Gifts to E &amp; G</td>
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<td></td>
</tr>
</tbody>
</table>

### Endowment Fund Balance

<table>
<thead>
<tr>
<th></th>
<th>ACTUAL</th>
<th>PROJECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1 (FY07)</td>
<td>Year 2 (FY08)</td>
</tr>
<tr>
<td>Permanent</td>
<td>77,808,302</td>
<td>83,355,425</td>
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<tr>
<td>Term</td>
<td>68,746,232</td>
<td>70,593,269</td>
</tr>
<tr>
<td>Quasi</td>
<td>6,720,732</td>
<td>6,561,957</td>
</tr>
<tr>
<td>Total</td>
<td>153,275,266</td>
<td>160,510,651</td>
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</tbody>
</table>

1 Most recent fiscal year for which audited financial statements are available

2 Budget for Current Year

Note: If applicable, explain/describe Foundation relationship and prepare separate statement for Foundation gifts to the institution.
### The University of Montana
### Standard 7: Finance - Table 9 - Operating Gifts and Endowments-Grizzly Scholarship Association (Public and Private Institutions)

<table>
<thead>
<tr>
<th>Grizzly Scholarship Association</th>
<th>ACTUAL</th>
<th>PROJECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1 (FY07)</td>
<td>Year 2 (FY08)</td>
</tr>
<tr>
<td><strong>Annual Gifts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations Restricted</td>
<td>1,193,880</td>
<td>1,257,065</td>
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<tr>
<td>Operations Unrestricted</td>
<td>360,457</td>
<td>469,254</td>
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<tr>
<td><strong>Endowments Exclusive of Foundation Gifts</strong></td>
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</tr>
<tr>
<td>Plant</td>
<td>1,554,337</td>
<td>1,726,319</td>
</tr>
<tr>
<td><strong>Ratio of Annual Gifts to E &amp; G</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Endowment Fund Balance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permanent</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Term</td>
<td>913,841</td>
<td>1,073,083</td>
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<tr>
<td>Quasi</td>
<td>950,771</td>
<td>1,063,895</td>
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<tr>
<td>Total</td>
<td>1,864,612</td>
<td>2,136,978</td>
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</table>

1 Most recent fiscal year for which audited financial statements are available
2 Budget for Current Year
<table>
<thead>
<tr>
<th>DO NOT INCLUDE DEPRECIATION EXPENSE</th>
<th>ACTUAL</th>
<th>PROJECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1 (FY07)</td>
<td>Year 2 (FY08)</td>
</tr>
<tr>
<td></td>
<td>Amount ($)</td>
<td>Amount ($)</td>
</tr>
<tr>
<td>Land 3</td>
<td>14,432,996</td>
<td>14,432,996</td>
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<tr>
<td>Additions</td>
<td>-</td>
<td>233,804</td>
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<tr>
<td>Deductions</td>
<td>-</td>
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<tr>
<td>Ending Cost</td>
<td>14,432,996</td>
<td>14,666,800</td>
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<tr>
<td>Buildings</td>
<td>150,871,044</td>
<td>150,871,044</td>
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<tr>
<td>Additions</td>
<td>33,816,029</td>
<td>5,921,926</td>
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<td>Deductions</td>
<td>52,000</td>
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<tr>
<td>Ending Cost</td>
<td>150,871,044</td>
<td>184,635,073</td>
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<td>Building Improvements</td>
<td>98,309,543</td>
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<tr>
<td>Additions</td>
<td>2,468,479</td>
<td>1,512,946</td>
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<td>Deductions</td>
<td>51,232</td>
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<td>Ending Cost</td>
<td>100,778,022</td>
<td>102,239,736</td>
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<td>Furniture and Equipment</td>
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<td>Additions</td>
<td>3,853,581</td>
<td>4,897,679</td>
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<tr>
<td>Deductions</td>
<td>370,831</td>
<td>1,907,598</td>
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<tr>
<td>Ending Cost</td>
<td>36,757,635</td>
<td>39,747,716</td>
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<tr>
<td>Additions</td>
<td>1,535,045</td>
<td>1,291,042</td>
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<td>-</td>
<td>41</td>
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<td>46,305,737</td>
<td>47,476,744</td>
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<td>Museum and Art</td>
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<td>15,702,616</td>
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<td>Additions</td>
<td>749,829</td>
<td>328,383</td>
</tr>
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<td>Deductions</td>
<td>30,500</td>
<td>-</td>
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<tr>
<td>Ending Cost</td>
<td>15,702,616</td>
<td>16,030,999</td>
</tr>
<tr>
<td>Construction in Progress</td>
<td>28,339,138</td>
<td>43,213,643</td>
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<tr>
<td>Additions</td>
<td>17,341,952</td>
<td>29,276,484</td>
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<td>2,467,447</td>
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<td>Ending Cost</td>
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<td>Debt Service</td>
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<td>Interest</td>
<td>6,298,352</td>
<td>6,413,729</td>
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</tbody>
</table>

1 Most recent fiscal year for which audited financial statements are available
2 Budget for Current Year
3 The category land includes the cost of land, land improvements, and infrastructure.
## SOURCES OF FUNDS (Construction in Progress)

<table>
<thead>
<tr>
<th>Project</th>
<th>Budget Authorization</th>
<th>Total Expenditures through June 2009</th>
<th>Funding Source</th>
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<tbody>
<tr>
<td>Skaggs Addition Basement</td>
<td>806,930</td>
<td>458,237</td>
<td>Grants</td>
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<tr>
<td>ISB 2nd Floor</td>
<td>790,555</td>
<td>649,995</td>
<td>Series J</td>
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<td>Law School Expansion</td>
<td>14,900,000</td>
<td>13,098,970</td>
<td>Donations, LRB, Grant, Series J</td>
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<tr>
<td>Research Facility</td>
<td>13,724,510</td>
<td>13,327,070</td>
<td>2005 Series J Revenue Bonds</td>
</tr>
<tr>
<td>Native American Studies Center</td>
<td>8,503,330</td>
<td>4,145,688</td>
<td>Donations</td>
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<td>Northern Tier Network Pipeline</td>
<td>1,000,000</td>
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<td>Intercap Loan</td>
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<tr>
<td>PE complex Electrical</td>
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<td>Intercap Loan, Institutional</td>
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<td>Steamline Auxiliary Upgrade</td>
<td>458,600</td>
<td>52,549</td>
<td>2005 Series J Revenue Bonds</td>
</tr>
<tr>
<td>Phyllis J Washington Education Center</td>
<td>11,533,709</td>
<td>9,426,928</td>
<td>Donations, State, Series I Deferred Maint, Aux, Plant</td>
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<tr>
<td></td>
<td>52,117,634</td>
<td>41,417,139</td>
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