Welcome to the 2014 edition of the University of Montana President’s Report, which we have titled “New Horizons.” UM is one of the most beautiful and special universities in the nation, and this report reflects the optimism and possibilities inherent in this great place of learning.

Each year a fresh group of students comes to the University to fulfill their dreams. Our students have great expectations of us, as do their parents and the general public. And, of course, we have great expectations for ourselves as we set the standard for higher education in Montana and the region.

The University’s direction during my tenure as president has been guided by our strategic plan, “UM 2020: Building a University for the Global Century.” This plan, paired with the annual institutional assessment reports, allows us to gauge our success as we strive toward the ambitious goals we have set for ourselves.

Our guiding plan includes five strategic issues that describe specific objectives and key metrics we use to measure progress. A detailed analysis is online at www.umt.edu/assessment2014. The following pages mention a few of those metrics while detailing some of the success stories resulting from the strategic issues.

The future is not just bright for UM; it is brilliant! Why do I think this? Because the innovative spirit is high here, and we are powered by creative, hard-working and dedicated people. And Montana and the country need this place—a flagship institution that educates students for tomorrow, carries out scholarship that transforms lives, and holds dear the exchange and debate of ideas so critical to our democracy.

A friend recently made a comment that stuck with me: “Be sure to find the joy in your work.” We all lead busy, even hectic, lives and deal with challenges every day. But we can find joy in what we do—the joy of seeing a student win a scholarship or a faculty or staff member receive national recognition. I hope this report helps you “find the joy” in the recent accomplishments of the University of Montana.

Roger C. Enstrom
**Partnering for Student Success**

**Jen Suwann,** admit she cried after her first day of class at UM in 2010. At a small-town girl from Dillon, Mont., she accidentally had enrolled in a 500-level computer course. The professor walked in and immediately asked, “So, what languages have you studied?”

“I thought, ‘Oh my God. Is this college? I’m not going to be able to do this,’” she said.

Feeling desperate after class, she got online and tracked down the Undergraduate Advising Center part of UM’s Office for Student Success. She then made an appointment with advisor Beth Groazel, who now serves as OISS interim director. It was a call that changed her life.

**’OSS definitely helped me find my way’**

Howard invited the most student-finding-possible class and figure out what major to choose. When Suwann was a sophomore, she became a WAC peer advisor working with 30 students with individual majors.”

“Helped me so much,” she said. She later interned with the Undergraduate Advising Center and became the student director of Study Lab, an OSS group-facilitating programs offered twice a week.

Howard says the mentoring goal of OSS is to retain students by helping them transition to college, find and get academic classes, and ultimately graduate. The Suwann-led office offers a full suite of free programs such as the Writing Center, UM’s Financial Aid program, Expository Studies Program and Four Year Graduation Guarantee Program. Advising and tutoring are central to most OSS activities. Global advising is particularly the single most important outcome to which a student is guided to graduation.”

Howard says the office also houses KPCO, an organization that creates informative, student-produced videos about everything from registration to graduation.

Now a first-year UM law student, Suwann says, “It was a mess that first year, but OSS definitely helped me find my way.”

**Average High School GPA of Entering Freshmen**

**2014 STATUS: 3.29; 2020 TARGET: 3.50**

**UM Fundraising Hits Record**

UM received unprecedented private support in fiscal year 2015, with donations totaling $157.6 million. A tone of 13.4 million individuals, businesses and foundations made gifts in fiscal year 2015. In the 2015-16 academic year, contributions to the Foundation will provide more than $2.5 million to support students at the University.

**EdReady Prep Students to Excel**

During the next three years in Montana, the Montana Digital Academy located at UM will work EdReady’s platform on the curriculum to help students identify their strengths and weaknesses so they can begin their post-secondary education on the right level at the right time. The program is funded by a $24.5 million federal grant and $4 million in state funds to launch.

**Data Science Flourishes**

UM’s Data Science Initiative, in place since 2009, trains students to work in interdisciplinarity and big data. Working in collaboration with UM’s Academic Industries, UM created a cutting-edge undergraduate master in data science. The Data Innovation Lab was formed using donations from Montana Technological University and Microsoft Corp., giving Montana researchers $3 million toward a $9 million award deviation to UM.

**PREsIDENT’S REPORT 2014**

**4**
EDUCATION FOR THE GLOBAL CENTURY

The right experiences can inspire a student to work for change in the world. For Rachel Schmoker, a UM senior from Fairbanks, Alaska, that moment came while she was working in an HIV/AIDS clinic in South Africa. Schmoker was there as part of an international internship for UM’s Global Leadership Initiative. One day she asked a courtesan at the clinic where she worked that, to Schmoker’s distinctively, the woman revealed her brother had died young from AIDS.

‘Studying abroad is vital to your career, as well as your character’

Now in its fourth year, GLI enriches the educational experience of participating UM students while preparing them for leadership in an increasingly interconnected world. Other universities offer global learning curricula, but GLI’s four-year program is unique.

Program Director Jeanne Luftus says all GLI Fellows are required to select a global theme such as culture and politics or technology and society, as well as to tackle a global challenge. Then they participate in GLI retreats, social events, online forums and leadership opportunities. As jurors, they compile a comprehensive experience such as study abroad, internships, research or service learning. As seniors, they work on an interdisciplinary, small-group capstone project with other Fellows who have similar interests.

The privately funded GLI program now enrolls 350 students, and the initial cohort of Fellows, including Schmoker, is completing their first capstone projects.

“Studying abroad was vital to my career, as well as your character”

She said, ‘I had learned what I know now, I probably wouldn’t have died,’” Schmoker says. “And I remember her saying that, I remember the feeling of knowing that this is for her and how humbling it is to see that she wants to do that for other people. She’s so selfless. It all gives me chills.”

Advanced Degrees Awarded at UM

2014 STATUS: 845; 2020 TARGET: 1,000

UM Earns National, Worldwide Recognition

UM was1 among only 25 schools during the past year to be recognized by U.S. News & World Report. UM was one of only 16 schools to be ranked in the Top 100 places in the nation by U.S. News & World Report.

Students, Gradz Make a Difference in Peace Corps

Included in the “Peace Corps Castle Crop” 2014 list of top Master’s International programs, with 13 students currently making a difference overseas through the master’s program. Meanwhile, UM also ranked No. 2 in Montana for producing Peace Corps Volunteers in 2014. Since the first day of the Peace Corps, 811 UM alumni have served in nations.

Media Arts Offers Online BA Degrees

The School of Media Arts now offers an online bachelor’s degree in Programming Digital Media, the first Bachelor of Arts degree that can be earned entirely online. Students have the option to participate through the study and application of emerging digital technologies. Courses focus on interactive media, DVD authoring, interactive games and digital design applications.
REynolda Tosios has a dream: she will use the doctoral degree she gained at UM to clean contaminated water for Native people in the western United States.

A member of the Dineh (Navajo) Nation, Tosios works in the UM lab of Professor Ed Rosenberg, who has patented methods that remove metals from water.

“We could make a difference.”

“I come from a community with a lot of water suffering, and we have high incidence of cancer,” she says. “I plan to use the patented silica-polymer composite to remediate uranium contamination and other metals like arsenic. I want to focus my research on the recovery of metals for potential reuse instead of having them wash into our groundwater systems.”

Tosios says working in labs has been an essential part of her college experiences.

“This is always enjoyable, and I am so glad I have gained the ability to get into grad school.”

Tosios earned assistance for her doctoral studies from the Stuart Minority Ph.D. program, which provides funding for people underrepresented in fields such as science and math. She is also funded by UM’s indigenous Research and STEM Education (FIST) program, which helps Native Americans enter into fields such as science, technology, engineering, and mathematics.

FIRE is a education program and network led by chemistry Associate Professor Aaron Thomas. Native students in the program meet monthly to talk about their research, and Thomas often serves on their committees and as an academic and personal advisor.

All this is greatly appreciated by Tosios, a mother of three whose husband also is a full-time student.

“Right now we are working in conjunction with another lab group in South Africa,” she says. “So our research is not only applicable to my dissertation, but anywhere in the world there is contamination. We could really make a difference.”
A big field with an untapped job market

Patenaude earned a two-year degree in information technology from Missouri College. He also competed in the first Cyber Triathlon in UM’s cutting-edge computer lab. His team, the Techmonkeys, came in second.

“The triathlon was fantastic,” he says. “I had always been interested in hackers and their world. During that event I remember doing things like using decryption programs to rebuild a picture that hadn’t been emailed to us. But, frankly, you have to know how to do this stuff to defend against it.”

Patenaude is taking an online, four-part security certificate program offered by Missoula College, and he hopes to take the new forensic class being run in the lab. “Then I’ll learn to follow cases to their sources and catch malicious hackers,”

Policy briefs direct the new lab, which UM established in the Interdisciplinary Science Building in January 2014. She says it was conceived and funded by Montana industry partners who had contacted Missoula College about the need for more cybersecurity professionals. Those efforts became part of the comprehensive Data Science Initiative coordinated through the Provost’s Office, which generated the new security certificate and course offerings. UM also established a first-in-the-west partnership with Symantec, the antivirus software company as well as with the IBM-ConnectEd Alliance.

“We are the only university I know of offering an online professional certificate in cybersecurity,” Luke says.

That excites Patenaude. “You are really marketable these days if you have a security background. I think it’s a big field with an untapped job market.”

Blackstone Launches

UM celebrated the opening of Blackstone LabPAC in February 2014. The program intends to train the next generation of entrepreneurs and is made possible by a $2.5 million grant from the Blackstone Charitable Foundation, led by Paul Cribari, the center helps UM students and alumni launch their own businesses.

Missoula College

Building Site Selected

UM President Ryan Gallardo announced in May 2014 that a new Missoula College building would be located on Carl Street, across the street from UM’s downtown campus. A commercial groundbreaking took place in August 2015, and construction will likely take until 2018, with an estimated $150 million price tag.
"I see immediately how valuable they can be."

As Helman, president of the Associated Students of UVM, serves on about 10 different campus committees. Does he enjoy the work?

"Enjoy might be a strong word, but they are very rewarding," he says. "I think from a student perspective it's incredibly valuable to my overall career goals. If on the same committee, right now as a professional, I get real hands-on experience that I can get nowhere else."

He serves on varying degrees on the Planning, Budget and Assessment committees, which are central to UVM’s ongoing Planning Assessment Continuum. He is also a member of UVM’s Academic Achievement and Innovation Program, which has started a campus-wide review of all academic programs to ensure UVM offers the best academic portfolio.

The idea for AAP was broached by the recommendations of The Strategic Workgroup, which met in the summer and fall of 2013. Designed to help UVM save money and generate revenue, the workgroup was named Revenue Enhancement, Academic Programs, Strategic Enrollment, Resource Allocation and Cost Savings.

Dean Rios, associate vice president of UVM’s Office of Planning, Budgeting and Analysis, led the workgroup, whose job was to launch several efforts for positive change on campus.

"A lot of recommendations were brought forward," Rios says. "Some are making progress. Others, like a recommendation to do away with the IMF Motor Pool and advertise that it’s for sale, were overlooked. A detailed study by a UVM graduate student showed the potential savings to be much smaller than we expected, but none of us can make an informed decision."

Helman, the first ASUM president to be elected to offices with a campuswide committee with talented individuals pay dividends—especially for student members.

"It’s not as apparent, but I see immediately how valuable they will be to me and the arc of my future professional life," he says.

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**STRATEGIC ACHIEVEMENT REPORT CARD**

<table>
<thead>
<tr>
<th>MEASURE</th>
<th>2016 STATUS*</th>
<th>2020 TARGET</th>
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<tbody>
<tr>
<td><strong>PARTNERING FOR STUDENT SUCCESS</strong></td>
<td></td>
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<tr>
<td>UM Freshman and College Prep Completion Rate</td>
<td>+ 55%</td>
<td>75%</td>
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<tr>
<td>Average High School GPA of Entering freshmen</td>
<td>+ 1.27</td>
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<tr>
<td>Average ACT Score of Entering freshmen</td>
<td>+ 22.3</td>
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<td>Average First-Year GPA</td>
<td>+ 2.82</td>
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<td>UM First-Year Retention Rate (by major)</td>
<td>+ 76%</td>
<td>83%</td>
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<tr>
<td>Upper Division Retention Rate (by major)</td>
<td>+ 88%</td>
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<td>Undergraduate Degrees Awarded</td>
<td>+ 2,978</td>
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<td><strong>EDUCATION FOR THE GLOBAL CENTURY</strong></td>
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<tr>
<td>Number of International Students</td>
<td>+ 413</td>
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<td>Participation in Study Abroad</td>
<td>+ 202</td>
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<td>Diversity in Service Learning and Volunteering</td>
<td>+ 729</td>
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<td>Diversity of Student Body</td>
<td>+ 12.9%</td>
<td>10%</td>
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<td>Student Involvement in the Global Leadership Initiative</td>
<td>+ 449</td>
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<td>Advanced Degrees Awarded</td>
<td>+ 845</td>
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<tr>
<td><strong>DISCOVERY AND CREATIVITY</strong></td>
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<tr>
<td>Peer-reviewed Publications (citations)</td>
<td>- 34</td>
<td>750</td>
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<td>Performances and Exhibitions</td>
<td>+ 173</td>
<td>450</td>
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<td>Patents and Licenses, Inventing Disclosures, License Agreements, and Startups</td>
<td>+ 31</td>
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<td><strong>DYNAMIC LEARNING ENVIRONMENT</strong></td>
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<td>National Scholar Recipients (annually)</td>
<td>+ 13</td>
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<td>Student Faculty Ratio</td>
<td>+ 5.1%</td>
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<td>Montana Digital Academy Enrollment</td>
<td>+ 7,884</td>
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<td>New First, Office of New Faculty</td>
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<td>State Budget Authority for New Missoula College Building</td>
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<td><strong>PLANNING-ASSESSMENT CONTINUUM</strong></td>
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<tr>
<td>General Funds Allocated to Instruction, Academic Support and Student Services</td>
<td>+ 68.6%</td>
<td>70%</td>
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<td>Budget Allocated to New Initiatives</td>
<td>- 0.4%</td>
<td>3.2%</td>
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*Most recent calendar academic year — Improved from prior year — Declined

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General Funds Allocated to Instruction, Academic Support and Student Services: 2016 STATUS: 68.8%, 2020 TARGET: 70%
RYAN

JAMESON

RYAN

REBECCA

RYAN

SHANNON

MIKE

SHANNON

NEIL

SHANNON

WITNEY

SHANNON

JAMESON

MARA

WHITNEY

JAMESON

REBECCA

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