

## UM Strategy for Distinction: Feedback

What are your general comments about the President's recommendations?

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### Student

Reference 1 - 0.04% Coverage

Thank you for all your hard work and dedication through this difficult, but exciting time. I am overjoyed to have a President at this school who is willing to provide open communication to the campus while remaining open to taking risks and soliciting feedback from the campus community. In the last four months, I've received more communication and I am more aware of the state of the University than the four years I spent in undergraduate work. (2012, BA Business Administration).

Please know that, while we may not always be vocal, your supporters are numerous. It is never easy to cut positions or deal with budget shortfalls, but I'm confident that the President's leadership at this time will help propel UM forward to growth and prosperity.

Reference 2 - 0.04% Coverage

I just read through the President's recommendations and am very pleased with what they have come up with in a timely manner. I think these recommendations align with current trends at the university and at other competitive universities across the country, promote more collaboration between departments, and streamline student success. As a student who is in multiple departments, the lack of consistency between them has been my biggest headache. I can only imagine that other students feel this way. Thank you for being realistic in these recommendations and making sure UM will continue to thrive through smart decision making and leadership.

I know there will be students who are upset with program cuts, because it's never easy, but doing what's best for the UM community as a whole needs to be a priority to keeping this university alive. If a business heard that only one customer liked a brand of cereal, but it kept two rows of shelf space to cater to them, they are wasting valuable resources to keep that one person happy when they could provide a product that more people would buy. I think that's important to keep in mind as a flood of comments come in about cuts to programs where the numbers just aren't there to support the resources we have.

Thanks again for the great recommendations and I look forward to seeing these be put into place.

Reference 3 - 0.04% Coverage

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I am sick of departments being targeted in cuts. Where are the cuts to the business programs, law program and athlete programs? Why are you targeting programs like music, humanities and arts? (A reminder that music was meant to be a priority according to last semester) Did you know that the music building is a fire hazard?

Please cut funding from the business school and other successful groups instead of hurting departments that are already suffering. You are continuing to ruin our university, and the students are angry. Don't be another Engstrom or Sheila.

#### Reference 4 - 0.04% Coverage

I understand that the university has a lot of financial struggles but some of the programs should not be cut. A friend of mine decided to attend UM next fall to major in a language but now that program is being cut. Languages are an amazing part to a college. They introduce culture into the campus and into students' lives. Also, you may start losing students to attend UM next fall since you are cutting these programs, and therefore are losing even more money.

#### Reference 5 - 0.04% Coverage

As a born and raised member of the Missoula community as well as an active student who values education, I was extremely disappointed to hear the long list of programs that will be cut. The University of Montana is a liberal arts school, and we must value the programs that keep academic enrichment alive. I understand that this university is going through a budget crisis and the decisions from this point forward will not be easy, but I think we are losing sight of what makes Missoula such a great learning community. For example, how can we decide to cut the PTRM program when Montana is one of the nation's largest hotspots for Parks and Rec tourism and outdoor opportunities? How can we decide to cut ALL foreign language majors and minor programs when this is a liberal arts school? When it comes down to the line, I really think the budget cuts are drastically overlooking the logical priorities in a community like Missoula.

#### Reference 6 - 0.04% Coverage

I am very disappointed to see the lack of support for foreign languages at this university. It is incredibly ignorant to think that we are well off only knowing English. Spanish for example is becoming increasingly prevalent in the US. Restricting student access to foreign languages will only hinder our ability to grow as individuals and be competitive in the workforce. Of course enrollment is lower. What can you expect when you continue to cut department funding, thus leading to firings and less classes?

#### Reference 7 - 0.04% Coverage

As a Montana resident and anthropology enthusiast I was enthralled the day I was accepted as an Anthropology undergraduate at the University of Montana. In the four years since I have grown close to amazing faculty within the department and furthered my passion for the study of Physical Anthropology. I decided to apply for the graduate program so that I could work towards a masters degree with the same great professors who aided me in my undergraduate studies. Unfortunately when I received my acceptance letter into the graduate school I found myself less enthralled and more nervous. With the proposed change to a MA/MS in Social Sciences I would be greatly hindered in pursuing a lifetime career in anthropology, a dream I've been working towards since I was 11 years old. Furthermore I can assure

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you as a student that this change would cause a great drop in student enrollment. It is the diversity of anthropology that draws students in and all of the anthropology focuses and option, whether that be a Forensics Studies certificate or a Medical Anthropology option, that retains the students. The proposal of a "Social Sciences" degree would lead to an immediate drop in student enrollment since the majority of students know that such a degree would mean nothing outside of this campus and would not be recognized by any other universities that the student may wish to pursue for Graduate School. Please hear the outcry from the student body and realize that these proposed changes are not in the best interest of the University of Montana and the students it serves.

#### Reference 8 - 0.04% Coverage

My experience in the English MA program has been immensely valuable to me, both personally and professionally. For the past two years I have been teaching high school English, and in my experience, the Masters with the teaching option has directly prepared me for my job and made me a competitive candidate now that I am looking for new employment.

High schools around the state are increasingly moving toward dual enrollment (if they don't already have the program in place). To be qualified to teach these courses, teachers must have Masters degrees in their subject area. An MA without the teaching option is less compelling to prospective teachers.

Given that the English department has only one ENT faculty member, the plan to cut 6 English positions--if there is no replacement hire for Beverly Chin when she retires--will mean the end of that program. UM is esteemed for its teacher education programs, but English teachers and prospective teachers at both the undergraduate and graduate levels WILL go elsewhere without this program. I certainly would have. Billings is much more affordable.

Please consider the harm your plan is doing to the English Department. Additionally, this will have negative impacts on the School of Education and its reputation for turning out competitive and well-prepared teachers, a significant percentage of which are English majors.

#### Reference 9 - 0.04% Coverage

In this recommendation it proposes reducing the faculty by 2 within the anthropology department. However, the number of faculty within this department is already relatively small. Within the physical anthropology portion of the department there are only 3 professors; only one of which has the official title of professors, the other two are either assistant professor or assistant adjunct professor. They care deeply for their students and want both their students and the department to succeed.

#### Reference 10 - 0.04% Coverage

To whom it may concern,

My name is Sophie and I have just completed my third year at the University of Montana. When I finish my studies, I will have a degree in Sociology and a degree in Spanish. I am writing to express my deep concern in the University's attempt to discontinue language majors. From the perspective of an individual who chooses to live the entirety of their life in Montana, I may understand why language learning seems irrelevant. However, as an individual who desires success within and connection to an ever-globalizing world, language is an undeniably important tool. The decision to create a European

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Studies and Asian Studies major to replace the fantastic language programs that exist within the MCLL department appears to me as an incredible loss. We are living a moment in history where now, more than ever, we have the opportunity to learn from other countries and cultures with the goal of creating a better world for generations to come. Unfortunately there are gaps and barriers that come in the way of global connection and understanding; barriers which, though the use of a common language, one can begin to overcome. Being a Spanish-language learner and using the skills I have gained from the MCLL degree has been an extremely growth enhancing experience and will not end when I end my studies. The Spanish major has set me up for a lifetime of opportunity.

This semester, I participated in Pablo Requena's faculty led study abroad program to Córdoba, Argentina. This trip has contributed to an ever-expanding world view that has been shaped and refined by traveling. After our study abroad program ended, I decided to continue solo-traveling through Chile and Bolivia. I am actually writing this email from the bus terminal in Potosí, a city with one of the highest altitudes in the world. I couldn't let another day go by without expressing my fear for the loss of the MCLL programs. The truth is, language opens doors. Whether it be through travel or a conversation with someone who has lived a life completely different from oneself, language has the potential to reveal the reality of our potential as humans and the abundant opportunities that are available to us if we only take a step outside of our comfort zones. Through travel, I continue learning lessons that will benefit me for the rest of my life. Every day I break through fears and doubts that, by confronting, leave me a stronger and more inspired person. I grow, and I find that there is always more to discover and more work to be done.

I am sharing this personal testimony with you all because I believe that being a Spanish major at the University of Montana is a huge part of the reason why I feel I am capable of having this experience. Without the conversation, literature, linguistics, grammar, and culture classes offered within the Spanish major, I would be ill-equipped to take on the challenging tasks that international travel presents. More so, I would have remained within the limiting perspective that (to no fault of anyone) growing up in a small-town in Montana provided me. On this trip I have realized that 2 languages is not even adequate! Our current global situation requires collaboration with the collective and that collaboration is simply not possible if we do not pursue language learning.

I will add that even though enrollment for these majors may appear low in number, small classes actually provide a more intimate and memorable experience. Professors and students have important relationships and there is a community within these majors that feels supportive and interconnected.

I really hope that you can reconsider the damaging decision to cut MCLL programs and faculty. Since hearing the news I have been truthfully haunted by the idea that, with the intention to "increase global engagement" the University thinks it is a good idea to rip the roots of something as essential as language. It seems counter productive and rather anti-progressive. The Spanish language has been alive within our country for decades and is only growing to be more important. It would be a shame to deny the future students of the University of Montana the opportunity to grow more connected to the world's people and cultures. We must recognize our responsibility to the future generations and the future of our country and world. I am a firm believer that even from an individual, community-wide, state-wide level our efforts matter.

I hope I, and the many others voicing their concern, are heard.

Reference 11 - 0.04% Coverage

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You're serious? Cutting MCLL further? Seriously? We protested Engstrom and his plans, are losing an internationally recognized lecturer, and you are planning this? Expand liberal arts, don't cut it further. Stick to the mission statement!

Reference 12 - 0.04% Coverage

As a 57-year-old, unfunded grad student in the MFA program, I often feel like a revenue stream, drawn into a near inescapable situation where massive debt is piling up to finance my participation in a program that's being gutted like a damned trout.

I find my thoughts summed up quite well by Dan Brooks, in *The Independent*:

"I don't know what would attract more students to UM, but offering fewer classes, abandoning whole majors and reducing the number of teachers and administrators available to give students what they're paying for probably won't.

Come to the University of Montana! We've eliminated the Department of Modern and Classical Languages, just for you."

Reference 13 - 0.04% Coverage

I have reviewed your recommendations, both from the supplied official draft and from various sources in the community, and while I oppose the restructuring of the Liberal Arts, the recommendations are terribly vague and generally unhelpful in helping me to see your vision. First, I ask for more clarity and transparency when it comes to the plans for the university's future, and I think this is a reasonable request given that I pay a not-so-frivolous sum to be here as a student. This would also include scheduling these discussions at a point in the semester when us students are not so preoccupied with final exams and other end-of-semester affairs. Were you truly concerned with student feedback, you would not propose these changes during a period of high stress and arduous workloads for students.

Primarily, I wish to address the proposed cuts to the English department. I have been informed by various professors (and surely they should not have to be the messengers of such news) and media outlets that the humanities, in particular MCLL and English literature, are to suffer severe cuts. This news pains me greatly. I transferred to the University of Montana to pursue a comprehensive and widely-respected education in literature and creative writing after I found that my previous university lacked in such appreciation. And what a program I found here in Missoula! The University of Montana has hosted legends like Richard Hugo and the Welches, as well as contemporary greats like Colin Meloy and Andrew Sean Greer, the latter of which just won Pulitzer!

Indeed, Missoula has been dubbed "the Paris of the West." That is to say, we have a strong literary identity. And in your draft you speak of strategies for distinction, so why not give our humanities their due? I came here because the university's identity as a literary school, and to see that identity ignored and in peril so soon after my transfer disheartens me. I hope I have not made the wrong decision by coming here.

The creative writing and literature professors here at the university are among the most wonderful educators I have ever met, and my life has changed in such a short period and in such profound ways because of them. I hate to see their indispensable positions in jeopardy, and I hope you will reconsider your plans. Sit in on a literature class (I recommend any of Katie Kane's), and see for yourself what power this program has.

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#### Reference 1 - 0.13% Coverage

As a graduate student in the MA- English Teaching program, I am concerned about the possibility of the program ending in form of combining it with literature and/ or moving it to the Education Department. In order to find a job once I complete my MA, it is imperative my degree is reflective of a teaching-focused program. Because I am interested in teaching adult English language learners at the college level, it is essential that my studies reflect my ability to teach as well be proficient in literary theory and writing. Without an English Teaching program through the English department U of M would become one step closer to loosing its identity as a liberal arts school that supports advancement of essential components of our society such as education. My future as well as that of other students attempting to increase their opportunities for advancement and employment as well the future of U of M depend on maintaining the English Teaching Program and the English faculty upon which the department depends.

#### Reference 2 - 0.13% Coverage

I would like to echo some thoughts that many people in the UM community have voiced regarding your Strategy for Distinction draft. I hope that the redundant content of this letter will help you to realize how strongly people here feel about your recommendations. In particular, Dusty Keim, a fellow student, was very articulate in her letter, and I agree with her comments regarding the restructuring of the College of Humanities and Sciences.

I understand that it is your job to make personnel cuts in order to find room in the budget to keep the University of Montana operating. Your status as a transplant to Missoula makes this job harder (as you'll be subject to new criticisms) and somewhat easier (as you don't have a personal relationship with the students or faculty here). I am a Missoula transplant myself. I graduated high school in 2015 on the Washington state coast, near Seattle. Montana's culture was a big change for me. Three years later, I am facing my final year in college, and I am proud to say that I will graduate from the University of Montana.

It's with sheer blind luck that I ended up here; I received recruitment material from MSU and decided to visit UM on the way down to Bozeman. The UM that welcomed me on that tour will be almost unrecognizable after the cuts you have proposed. Depleting the English and Foreign Language departments won't have a direct impact on my major - Journalism. But it will have a direct impact on the reputation of this university as an institution that values students and helps students find their way to a degree across multiple disciplines.

I can't sit quietly and watch as the University of Montana is devastated by someone who could leave as easily and quickly as he came.

So I ask you to reconsider your cuts to the College of Humanities and Sciences.

#### Reference 3 - 0.13% Coverage

These recommendations are a shameful dismantling of what the university's liberal arts education can and should be. I have become trapped in this institution as courses I need to graduate in the fall have been moved to once a year courses offered only in the spring. If students can't expect to graduate in a reasonable timeline, why would they ever decide to come to the University of Montana? As the state of the university currently stands, I cannot in good faith suggest the university to any potential new

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student, or even suggest staying at the university if a student is more than a semester away from graduating.

Reference 4 - 0.13% Coverage

We all know the UM is struggling financially due to allegations and evidence of sexual misconduct. It is not struggling because its academics, such as the Creative Writing Department, are not highly respected programs. To see a financial gap and then try to cut something enormously unrelated I think is incredibly short-sighted and an act of shooting oneself in the foot. The UM is viewed as a school with a strong arts program. If you are going to strengthen the science program (which I am in), do not cut the arts. Rather, cut into the actual tumor of the problem- the sports program.

Reference 1 - 0.06% Coverage

The budget situation at the University of Montana

The monetary situation of the university has nothing to do with languages or other offerings in liberal arts, but rather with recruitment and admission policies. One comparison is with Montana State University (MSU) in Bozeman. A good summary of what MSU is doing is here in an article in the Bozeman Daily Chronicle:

[https://www.bozemandailychronicle.com/news/education/msu-s-success-with-out-of-state-students-a-boon/article\\_1ed0e2c9-eff2-5afa-b64f-489d2aecdeb5.html](https://www.bozemandailychronicle.com/news/education/msu-s-success-with-out-of-state-students-a-boon/article_1ed0e2c9-eff2-5afa-b64f-489d2aecdeb5.html)

As this article explains, the administration of that university recognized in about 2011 that it had a problem with enrollment and put a strong program in place to address it:

\*So, what's MSU's secret?

Part of the answer seems to be money. Part is hard work. And part is understanding the feelings of teenagers and parents.â€

They recognized the need to recruit non-resident students. They even did things like offer partial exemptions to the cost of tuition to non-resident students! The result is that since 2011, they have experienced an increase in enrollment:

The total enrollment in MSU increased significantly since 2011, while that of UM declined:

\*

The resident enrollment increased a little in MSU, but declined in UM:

\*

But the big difference was that MSU had a considerable increase in non-resident enrollment:

These graphics are from here:

<http://mus.edu/data/enrollment/Fiscal-Year-FTE-Dashboard.asp>

Of 16,703 students at MSU in the fall of 2017, 53% were from Montana, 43% from other states in the United States, and only 4% from foreign countries.

<http://www.montana.edu/opa/facts/quick.html#Demo>

The percentage of foreign students has been small and fairly stable at 4% since 2011:

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<http://www.montana.edu/opa/country.pdf>

In other words, non-resident students are primarily from other states in the United States, and not from other foreign countries. As indicated in the Bozeman Daily Chronicle article, non-resident students come from all states of the United States, but primarily from California, Colorado, Minnesota, Washington, Oregon and Idaho:

More detail about this graphic can be found in this table:

<http://www.montana.edu/opa/enrollment/201670/R-EB.pdf>

\*

Looking at the detail of the sources of the enrollment increases at MSU from 2009-2017, we see this:

These data are from here:

<http://www.montana.edu/opa/enrollment/index.html>

The end result is that while MSU had this strong program of recruitment and admission in place, the University of Montana (UM) did nothing, and the result is the budget woes that UM finds itself in, versus the much stronger situation of its sister university MSU.

Another factor that impacts the situation has to do with the requirements for admission to UM, which are as follows:

\*Primary Requirements

\*An ACT composite score of 22

\*or a SAT combined score of 1120 (1540 for tests prior to March 2016)

\*or a 2.50 cumulative grade-point average

\*or a class rank in the upper half of your high school graduating class

<http://admissions.umd.edu/apply/freshman/freshman-requirements.php>

If the university has severe monetary problems and suffers severely from lack of enrollment, it seems counterproductive to reject students. Traditionally, Montana's university system thought it had an obligation to admit any student who graduated from a Montana high school. What happened with this? What the university needs is money, and for that, it needs students who pay. If a student can pay, admit him! It can easily be that a student who does not do much in high school finds himself in college and does well. It is a matter of inspiration. It's a very different environment from high school, which suits some students better.

The administration can argue "but the vast majority of those who apply" are accepted. But the key phrase is "of those who apply." If a student and his parents already realize that it is impossible that it is going to happen because he has 2.0 as an average grade instead of 2.5, it is not worth applying. Who knows how many students were eliminated in this way? It can easily be thousands.

The requirement to be in the upper half of your class in high school means that the policy denies the university education system to half of Montana's youth. It is a very exclusionary policy and surely out of place in this environment, when the system surely does not have problems with too many students.

As it worked traditionally it was quite simple and basic. The first classes at the university were "sink or swim". If a student succeeds, great!; if not, at least he tried. It was, all in all, a fair and just method.

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.....

The result of these policies is that thousands of potential university students are not here, and the budget shows it. It is an outcome of the policies of recruitment and admissions to the university, and not of offerings such as languages or other liberal arts.

Isn't it time to change these policies?

Reference 2 - 0.06% Coverage

As a student within the Climate Change Studies Minor, I am very concerned about the proposed changes to the program. I believe that the structure should remain the same, separate from the school of Forestry. This is a very unique program that not very many schools offer. Nicky Phear has also put a tremendous amount of effort into the program and I would not like to see her efforts wasted. Thank you

Reference 3 - 0.06% Coverage

The president is proposing to move the Climate Change Studies program under the Forestry college which could possible effect Nicky Phear, the director of the climate change studies programs, position. I came to the University of Montana from Chicago, IL to study climate change. Nicky is part of the reason why I came. Her passion and drive for the program made me want to attend this school. If it wasn't for her, I would have not attended this university. She inspires and motivates me every time I meet with her. She cares so much about her students and their success. She NEEDS to stay as the program director for Climate Change Studies, whether or not the program stays or not in the Honors college. She is one of the most influential professors and advisors I've ever had. Please consider this when you make your decisions with the climate change program. Thank you.

Reference 4 - 0.06% Coverage

Cutting Humanities programs will not help attendance nor the overall health of the University. My first undergrad degree was in English Literature at UM, which was known as one of the best in the northwest. I also graduated with a minor in Classical Civilizations. Learning Latin helped me in my undergrad degree immensely. If you want to increase enrollment, put it in Humanities, don't take it away.

Reference 5 - 0.06% Coverage

This school has an opportunity to do better and I appreciate our university's willingness to explore options and propose solutions. As a student, I feel that the number one thing that this university overlooks is the success of its students. I have spoken with a number of my classmates and peers and all to often they express dissatisfaction with how impersonal their experience has been. Specifically, I talking with folks who came to our University from out of state. These students were frustrated with the lack of communication that the school had with them. They reported that MSU was far better at reaching out to them once they expressed interest in attending. MSU provided information and excellent outreach to prospective students. The reason these students came to UM, despite it's terrible recruitment, is because they wanted more liberal arts courses. I feel that our school is trying to copy the

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wrong things about MSU. Rather than slashing language programs or literature courses, our university needs to focus on working with students. This includes recruitment, but it also includes helping them graduate and meet their educational goals. Our school is in a great city, it offers great courses (for now), and it is a beautiful campus. I am afraid that you are going in the wrong direction by cutting classes. Please remember the students and focus on how to provide a better service to them.

Reference 6 - 0.06% Coverage

Continuing a strategy of across-the-board, non-strategic cuts will only chip away at institutional excellence and erode the quality of all programs. Instead, we must set a course that builds on our strengths, ensures our distinction, and provides the resources necessary to sustain quality ... by building a national model for a public university.

I would encourage the committee(s) to locate and study any reports on the success/failure/deficiencies other colleges/universities have had with similar austerity cuts. Have similar austerity cuts actually resulted in better ability to ensure distinction and 'provide the resources necessary to sustain quality?' I somehow doubt it. I just don't see how such drastic faculty reductions across the campus sustains quality or builds a national model others should follow unless austerity cuts can be shown to improve quality of *\*all programs\** (as promoted/projected in the University of Montana Strategy for Distinction) with hard evidence. I would need some substantial proof that austerity cuts work before I could conscientiously endorse such a change at UM.

We strive to create a diverse and welcoming community for under-represented and historically vulnerable populations of students.

As a non-traditional, queer, and disabled student, I have appreciated and benefited from an inclusive academic environment. Continuation of this core goal is important. I have witnessed a marked increase in the number of LGBTQI+ students in the three years that I have been a student at UM. This is encouraging, especially for rural queer students to know that there is a place they can safely come out and live authentically. While this is not a core pedagogical competency--there is not a degree in queerness--it is part of the overall student experience. Fostering a safe, open, and affirming environment allows queer students to thrive instead of hide. Every effort to sustain an inclusive educational environment should be maintained.

#### **Action**

Create a Division of Social Sciences that includes Anthropology, Sociology, and Linguistics.  
Re-design the MA/MS degrees in Anthropology, Sociology, and Linguistics as an MA/MS in Social Science.

#### **Rationale**

Simplifies administrative processes and encourages interdisciplinary work.

While the action above may appear to simplify administrative processes and encourage interdisciplinary work, a Degree in Social Sciences is not appropriate as a combined program at UM. A Master's in Social Science may be appropriate in the Sociology Department where there is a focus on social work, criminology, politics, and sociology. But this is not appropriate for Anthropology's four core fields: physical/biological, cultural, historical/archaeological, and linguistics.

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I gather that enrollment and graduation from the MCLL program is lacking. Perhaps, instead of scrapping the entire MCLL program, there can be more integration (and retention of faculty) if MCLL is combined with Linguistic Anthropology? This combination could strengthen both departments as well as retain faculty and students. It could even attract new students.

A few universities in the US offer a Master's of Social Science. It would be helpful to inspect the programs offered by other universities and to find out if there is a significant student success rate for graduates of their programs. If there is not a demonstrable success rate, oh I don't know, because employers do not recognize an M.Soc.Sci as being a real degree or are confused because no one really knows what this degree means, then perhaps UM should reconsider restructuring the departments to begin offering such a nebulous degree.

I know that in my profession, Archaeology and Cultural Resources Management, no one in the federal, state, tribal, or public spheres will recognize a MSocSci as meeting the core competencies of a MA or MS in Anthropology/Archaeology/CRM. The Secretary of Interior's Standards for an Archaeologist does include "or a related field," but that really means History, Environmental Science, Geography, or Native American Studies, not social work, criminology, politics, and/or sociology. Federal, state, and tribal agencies want to know that a student received discipline-specific instruction not a generalized education.

An MSocSci degree will likely preclude future students from gaining employment because employers will not recognize the degree. It is best to leave the departments and the degrees that they offer alone in my opinion. If a change/combination is needed, I would recommend merging MCLL with Sociology and the Linguistics field of Anthropology, but I would discourage any combining of advanced degrees into a generalized MSocSci. This will not result in future student success even though it \*might\* simplify administrative processes and encourage interdisciplinary work .

The re-imagined core will drive the rest of the academic enterprise, underscoring the vital role liberal arts disciplines play in the education of the whole student:

If Liberal Arts play a vital role in the education of the whole student, then why is this division of the university facing the steepest and most severe budget cuts and faculty reductions? I understand that low student enrollment and graduation rates for degrees in English and Modern and Classical Languages and Literatures in the current atmosphere are factors. By removing ca. 16 FTE faculty, will this underscore 'the vital role liberal arts disciplines play in the education of the whole student?' It doesn't appear likely; it will probably result in the opposite.

Perhaps the salaries of past and current administrators could be reduced as an austerity measure instead of faculty reductions in certain departments. Nowhere in the University of Montana Strategy for Distinction is there a proposal to trim budgets at the administrative level; at least not in my reading of the draft; correct me if I am wrong or misinformed. If the administration is serious about setting the direction of the university for future strength and distinction as a flagship or exemplar other universities could follow, then (voluntary) salary reductions among past and present administrators would demonstrate that the administration is serious and not just providing lip service.

Thank you for your desire to make UM a better institution given the financial situation it will face. No university wants to cut budgets or faculty. The decisions UM will have to make to sustain itself will not be easy to make. I hope that the feedback provided by those most directly affected (students and

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faculty) will aid in the decision making process and that alternative solutions are generated, considered, or even chosen in place of drastic austerity cuts that will potentially disadvantage students more than help the university.

#### Reference 7 - 0.06% Coverage

As an MFA student, I hope you will fund the Creative Writing program in a way that shows foresight and investment, not haphazard attempts at keeping the MFA around for its reputation while inflicting serious harm to its ability to survive. I have learned an incredible amount from both the amazing faculty here and my truly talented peers, many of whom will publish writing of merit in the near future. Without adequate TA funding (\$9,000 is not enough to recruit talent with) and without replacement of retiring Creative Writing faculty, the administration will lose an incredibly valuable reputation resource, and writers of the ilk that currently make up our workshops will go elsewhere. This is too good a program to lose.

#### Reference 8 - 0.06% Coverage

Thank you for coming to speak in our Organizational Theory class in the M.P.A. program last week; I found your lecture very relevant to a lot of the issues we have been covering throughout the semester. I wanted to ask you a question last week but didn't speak up for some reason, so I figured I'd follow up with you now! I know that you recently made some structural changes to the university in an effort to address some concerns with low enrollment, etc. I agree an inherent part of increasing efficiency around enrollment issues lies in addressing structural elements, however I was wondering if any cultural elements are being considered as well? I know that the U of M has recently ramped up it's efforts to promote awareness and education about sexual assault, gender equality, etc. (I appreciated your awareness and correction of the gender inequality that was present in the Adam Smith excerpt you read by the way)... I feel these were important cultural issues which needed to be addressed given the unfortunate historical instances associated with these subjects at U of M. Are any other plans underway which will focus on cultural changes that may help augment your recent structural changes?

#### Reference 9 - 0.06% Coverage

My name is \_\_\_\_ and I am a Sophomore here at UM. I have been following along recently with the UM Foundation's decision and the further affirmation by the Montana Board of Regents to withhold certain records from the public that they deem to be "confidential".

While it is apparent that this broad language is in violation with the Montana constitution, I further believe that the withholding of records concern public dollars should not be protected by such a blanketing statement. Both Montanan taxpayers and students deserve to have access to records which pertain to tax and tuition payer dollars.

I think this is a gross decision that undermines the trust that the public holds in our public institutions, and I hope the language is re-written to not have such expansive power to withhold information.

I appreciate you taking the time to listen to both your students and concerned citizens of the state of Montana.

#### Reference 10 - 0.06% Coverage

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

I thought I had my plans finalized. I wanted to return to the University in the fall to resume my graduate studies.

Today's announcement that positions in the English department will be cut means that I will start looking elsewhere.

This administration is punishing amazing professors for the failings of previous and current administrators.

If you cut these people, many will find jobs elsewhere. MSU may even pick up a few of them.

If cuts continue to be made, students will continue to go elsewhere. This is incredibly obvious to anyone who glances at a newspaper.

As someone who works with Montana youth, I will make it a priority to dissuade students from UM if positions in the English department are terminated. I will reach out to other alumni and ensure that they are doing the same.

Instead of cutting these inspiring professors, cut the people in administration who made UM a last-choice priority for Montana students.

Follow this action by improving on current programs, improving outreach, and changing the narrative. This is an easy and obvious choice

#### Reference 11 - 0.06% Coverage

I am a current anthro student and after reading the current presidents' draft recommendations for the university I have a couple questions. When the draft states \*Re-design the MA/MS degrees in Anthropology, Sociology, and Linguistics as an MA/MS in Social Science how does the president plan to reorganize this? Will there still be masters options in physical anthropology and cultural/historic anthropology? When I graduate with a bachelors will I still specifically have a degree in anthropology? What will be the changes to the bachelor and masters program?

And with a reduction in the number of teachers for the anthropology classes, will there be an increase of classes required by each teacher to instruct? As it stands our department has a severe lack of instructors requiring some classes to be taught one semester every other year and some to be taught through retired professors to volunteer to teach. We have a very severe difficulty when it comes to scheduling, as any professor in the department will attest. Many of the core classes for a degree in anthropology are taught only in the autumn semester, and usually at the same time as other core classes also offered at the same time.

With the redesign of classical and modern languages, will a Bachelors of Arts still require an entire year (or sequence 101 and 102) of a foreign language? Will there be multiple sections of the remaining languages available? Spring semester has Chinese 102 offered as only one section with a cap of 20, and conflicts with many classes. Will these remaining \*Asian and European languages be expanded?

Overall, as I'm sure most of our current students are, I'm concerned for the future of our university and in particular my department. I believe that Mr. Bodnar is very capable and I hear many good things about him, however I was hoping you could help with my peace of mind by elaborating on the above points.

I'm just very curious how my program will be changed and how it will affect my graduation and requirements to graduate.

#### Reference 12 - 0.06% Coverage

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

In today's Missoulian (4/18/18) you outlined your strategic plan for UMT. Much of that planned seemed to rely upon leveraging distance and online learning modalities. Were you aware that Chancellor Blacketter and Provost Abbott are cutting the Distance Learning Director and the subsequent department at Montana Tech U. as part of their Program Prioritization Process. This runs counter intuitive to much of your plan and vision, as well as nearly any other institution's in the country.

Maybe, you should have a talk with your "boy's" in Butte!

Reference 13 - 0.06% Coverage

My name is \_\_\_\_\_, and I'm a sophomore at UM, majoring in Japanese. I recently read the university's \*Strategy for Distinction plan and saw that the language departments were subject to the biggest cuts and amalgamations. Japanese being my major, this was devastating for me to read. As you can imagine, I'm very passionate about this topic, so excuse me if I use colloquial wording from time to time; in such cases, a more personal tone will lend itself better to what I need to express.

First, I'd like to point out a pre-existing inequality that I've found as a language student at UM. In the university's general requirements, everyone is required to take two natural science credits, one of which needs to have a corresponding lab class. I completely understand why; learning sciences helps us improve our problem-solving skills and teaches us to look at the world at different angles. Even if we as language students will never again need to know the difference between a convergent and divergent fault boundary, seeing things through a scientific lens makes us well-rounded.

But some majors, twenty-five in total, get their Modern and Classical Language requirements waived, which brings me to my first point: a language class is more than just the linguistic elements. Through language learning, we learn about different cultures, which in turn fosters empathy. If our school is truly dedicated to producing well-rounded, open-minded individuals that can interact in a global setting, we shouldn't deprive students of the opportunity to learn about something as important as culture. Meanwhile, the language students are forced to take two classes that have no relevance to what they're trying to accomplish academically.

But, if producing well-rounded, open-minded students is the argument, one can also argue that language classes function in much the same way as science courses. Though we may never need to know the German word for \*mirror at any point in our lives, the process of learning a language gives us the ability to see the world through a cultural lens. And through it, we can better understand why people/societies do what they do, much like how through a scientific lens we can better understand why the world does what it does.

So, if UM claims to want its students to be \*well-rounded, every student needs to fulfill these language credits, just as we students fulfill all the other categories. Not doing so deprives students of their opportunity to develop this cultural lens, which is extremely culturally insensitive.

Which brings me to my first grievance with the proposed strategy for distinction: cultural insensitivity. When someone asks an American, \*What are you? ethnically, people usually respond with specific lists of their lineages. For example, I'm Finnish, Norwegian, Irish, English, German, and Italian. As Americans, we identify with these countries since our families have moved to where we are now over the last few hundred years. I've never heard someone say, \*I'm European. This is because each European country is unique, culturally and linguistically. To lump cultures all together as \*European Studies is completely

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fallacious, if not racist and culturally insensitive. I've taken French and German classes, and have independently studied Russian, Italian, and Spanish to varying degrees. Though these countries are neighbors geographically, they are vastly different politically, culturally, and linguistically. I almost laughed aloud when I read that Russian was among the classes being amalgamated because, not only is it a Slavic language "as opposed to a romance language like French or a Germanic language "but Russian has a completely different alphabet. So, while it's true that there are other relatively similar languages among the classes that will be incorporating into one another, someone that is Italian has absolutely no chance of being able to read anything in Russian. Russian is so entirely different from all the other languages that the university is planning to consolidate, it highlights even more how little consideration has been given to the programs that are being haphazardly thrown into one major.

The same goes for the \*Asian languages. I've studied both Japanese and Chinese at the University of Montana, and because of those classes, I see how vastly different the two languages are despite their geographical proximity. Though Japanese and Traditional Chinese share many of the same written characters, their grammars are completely different. In addition to this, Japanese people can't read simplified Chinese characters, and they are worlds apart phonetically as Chinese incorporates crucial tonal elements and doesn't conjugate its verbs, while Japanese largely expresses itself through conjugation. They're also worlds apart culturally as languages. Japanese has tiers of politeness depending on a person's relationship with whom they're speaking, while Chinese is more like Spanish in the sense that it has a formal way of saying \*you, but other than that, doesn't vary largely depending on social context.

And what is to happen to the Arabic program? In our society, Islamophobia is extremely prevalent. One way of combating this is by offering Arabic courses. Through these classes, we see that, just like English, Arabic has words for \*table and \*apple and \*coffee. I strongly believe that through the learning of Arabic, we humanize the language and cultures, and we can see how irrational and ridiculous any of our assumptions about people of Arabic-speaking origins are. It is our social obligation as a university to, as it says in the strategy for distinction, offer programming that \*gives students a well-rounded educational foundation to navigate our complex and quickly changing world. I urge you to preserve this program at any cost for the sake of teaching cultural tolerance, appreciation, and ultimately, acceptance.

My sister graduated from UM in 2016 with an Arabic minor. She took 2 years of Arabic and I myself have attended the Mound of Olives Arabic Club. Samir Bitar, a lecturer in the Arabic department, is the epitome of kindness. According to my sister, he teaches at a steady pace and makes Arabic fun to learn, while his colleague Khaled Huthaily is stricter. The Arabic program is well-balanced with these lecturers, and each is essential for the program. Having an Arabic program is a privilege and should be a feather in our administration's hat. By having the Arabic program, we're promoting the ideals of a progressive and inclusive university.

Being a native Montanan, I can say that we aren't exposed to other cultures in our daily lives. For some students, taking a language class at UM might be the only opportunity they have to have a unique linguistic and cultural experience. When people aren't exposed to something, it's easy for them to be afraid of it and misunderstand it. And from these misunderstandings comes bias, hatred, and unfortunately, violence. It's our responsibility to try to prevent this naivete. These classes are an invaluable experience for the native Montanan demographic that is mentioned in the strategy for distinction. We as Montanans are, as all people are, a product of our environment; it's not our fault that we haven't been exposed to these things yet. These classes are our opportunity to see things that we simply haven't had the chance to see.

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And finally, the students need to be considered. When someone goes to college in hopes of getting a French degree, they aren't going to be thrilled about a \*European Studies degree. They are interested in French. These people looking for a specific language as a major aren't going to settle for UM's \*European or \*Asian studies major; they're simply going to attend MSU, where they have a French program. If the university doesn't have the major we want, we aren't going to go there. That's what it boils down to.

And on a personal note, I think the most insulting part of all of this is that the administration is, in essence, telling me that I don't matter. I'm currently studying abroad in Tokyo, spending 19.5 hours in class per week studying Japanese language and culture. I've dedicated my life to studying Japanese, and I work hard every day to master it. I've been spent thousands of dollars to get here and have sacrificed a year of my life away from my friends and family for the sake of improving myself. And to hear, during all of this, that my administration is going to just get rid of my major? By reforming these programs in the way that has been proposed, the administration will be actively showing that it doesn't care about all my hard work. It doesn't care about any of the sacrifices that I've made, or about the future that I have. Knowing that my own university thinks that what I'm doing with my life isn't worth their time or funding is so insulting.

Two majors? Only two majors to allow students to interact with the numerous ethnicities, cultures, and histories of the vastly different people and ideologies that comprise the world that we live in. That earnestly breaks my heart.

So please President Bodnar, I implore you to reconsider the plan that's been proposed. I know that I'm just a student, and that what I say has the least amount of weight among anyone that could have written this, but this will affect your students' futures in so many ways. Not only will they be denied cultural and linguistic opportunities, they'll be robbed of the chance to develop a more deeply-rooted sense of empathy. Condensing all of these unique and vivacious cultures into two categories is severely culturally insensitive. And, simply put, the students that come to UM for its language programs will go elsewhere. Without the language programs, the University of Montana will have lost a beautiful and defining part of its curriculum.

The decision is yours, but please think of the people you'll be affecting.

Thank you for your time; I hope you've been enjoying the sunny days during our temperamental Montana spring.

Reference 14 - 0.06% Coverage

I have a professor, who has made a difference in my life. Taking his class outside of my field, was one of the best decisions I have made. His class was different, the material was engaging, the students were connecting, but most importantly, the professor was teaching. Sixty years from now when I am looking back on my life, I will remember this professor's name, and I will remember him with fondness in my voice and a smile on my face.

When I came to this very class on the 17th of April, it was a Tuesday and it felt a little too early at 9 am. My professor opened up to us, and explained that he wasn't one to speak out, but that this change occurring at the university was one he felt too passionate about to be silent. He became emotional and upset, and it was one of the harder things I have had to experience at the University of

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Montana. He wasn't devastated or shocked because he might lose his job (which is likely), but because he would no longer have the opportunity to help his students, support the university community, and spread his love for the subject he teaches. These are the people who make students feel like they have a voice. They are the ones who improve retention rates and raise enrollment. My wonderful professor, will be one of the first to go if the draft proposal goes through as outlined. His program is small, the registration is low, and he hasn't published his book because he is so focused on helping his students succeed. It is in these difficult times at the University of Montana, what is called a research university, where we must decide what is the most important, research, or being a university.

I came to this school to get an education. While getting that education I will have experiences, connect with others, and better my opportunities for a good career. But what I came here to do, is to learn.

I haven't taken as many classes as some, but I can tell you that the classes I enjoyed were the classes where I could connect with my professor and my material. In the Urey Lecture hall with 499 other students around me, I felt like a nobody. The professor (who obviously enjoyed research over this intro level class) wouldn't hear me if I asked a question and was preaching to himself about the material so quickly, he may not even bother to answer. What if the professors we had at the front of the classroom wanted to be there? What if they wanted to teach? Professors and staff who are employed at the university to be educators, should be solely teaching. They should not have to worry about their research and profitability, but about their students. Other professors who prefer research, should be spending their time doing research. If individuals are able to focus on what they do best that still supports the whole, our system and society would run more smoothly. Not only would such a consideration when hiring and firing employees benefit the university and its funding, but the students, who will then feel like they have a voice.

In 2017, the University of Montana hired 14 new faculty and promoted 28 others. If we have been planning to make these large cuts and decisions for two years, why is this happening? I understand that UM is in need of specific staff and that individuals should be rewarded for hard work, but 28 promotions could surely cover one professor's job for an extra year when he was originally going to be cut. I, and many other students and faculty, believe that most of those who are making decisions on altering programs and reducing areas of the university, should be spending more time in the classrooms. That is what makes up a university, the educators, and the students they are educating. This is not to say that administration who does not stand at the front of the room or sit in the desks, cannot make intelligent decisions, but that reaching out more would be extremely beneficial. What if the President or Vice President of the university spent one hour eating lunch every couple weeks in the Food Zoo. They could be there to meet students, engage with staff, and be available to the individuals who feel like a nameless ant in a large colony. To students on campus, these top administration officers do not feel very real. We hear about them in emails and see posters for their seminars, but we do not feel we are worth their time to talk to. Personally, I would love to speak to more staff members at the university, but I feel I am wasting their time if I email them or visit their offices. If administration officers were more easily accessible or reached out and asked questions, more students would be involved, feel valued, and fill UM classrooms as well as events.

The truth is, the University of Montana is far from sustainable. The absolute majority of our funding comes from the outside (enrollment and the state). Until the university starts bringing more revenue from within, it will continue to have to make these cuts and drastic draft proposals.

The largest number of dropouts occur by far, in the first year and even semester of college. These students are not in the position to be making decisions about the rest of their life. I know I am not. Yet

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what everyone is asking them, is where they are going to work for forty years once they graduate. When UM recruiters visit high schools and host tours on campus, they need to stress that you can come to the university and branch out. That it is less expensive to take only a few classes and to just get started and learn about everything the world has to offer. Less emphasis should be placed on quickly deciding majors, but on creating an environment where students feel they have the time to choose. Incoming freshman, no matter their age, want to belong. When 500 of them are seated in a hot room in the middle of August, they are only numbers. And they know it too. Our general education requirements have succeeded thus far at producing well rounded individuals. What if we could make it even better? What if students could take classes because they want to learn, and not have to sacrifice time in their major? I am proposing that UM would not generally require 9 credits of natural science with 2 credits of labs or 6 credits of math higher than M115. Rather, require student to take one class in these areas (that are already required), and require three other classes that are not on the list of gen-eds and are not part of their major. This way, students can explore their interests and better decide what they want to do without changing their major or dropping out. Instead of cutting the language department, require all students to take a language. Or even better, let them make that choice on their own with the 9 new expendable credits on the list of gen-eds. In today's world we feel the need to accomplish things as quickly as possible. I know that when I go out of my ways to take a couple classes that interest me, everyone asks me why I am suspending my graduation. By requiring students to only take 3 more classes in different areas than are already required, they will not only bring in more revenue, increase registration numbers, and branch out. These students will then have the opportunity to be instructed in smaller classrooms where they feel valued, discover their passions to increase retention rates, but also, appreciate the diversity and opportunities the University of Montana has to offer.

As iterated previously, the University of Montana is not sustainable. We are relying on varying admission rates and state funding. The programs at UM bringing in their own revenue are not facing as serious alterations and cuts as the other programs. If each program could provide even a small portion of their own budget, it would set the entire university on the path to long term success. By removing staff and classes within these smaller less profitable programs, the university is limiting the opportunities of their students, future students, and their chances at drawing in revenue. For example, in the Music department, there is no longer a fundraising/advertising coordinator. As a result, the musicians who are playing at the concerts, must advertise and set their own performances in motion. This, in turn, is causing the school of music to bring in less revenue at these performances than if the position of a fundraiser would have just remained in place.

I am only 1 amongst 10,000 students, therefore, infinitely more ideas for sustainability exist (even right on campus). However, there are small things the university can change, that will increase more than one set of numbers. To begin, the language programs can use their unique qualities to enrich the education of their students but also bring in revenue for their department (and the entire university). I have never seen an advertisement for the language programs outside of paper fliers put up by eager professors. Imagine if the department could advertise throughout town, teach short lectures in high schools (also benefiting enrollment rates) and other such things, without costing the university a dime. The demands are high for translated works of literature in our modern world. People are eager to read global news, events, and learn about other cultures. If the graduate students and hardworking undergraduates, translated pieces of literature (that had not been translated before) as part of their final project in a class or their major, these translations could be published. The published translations would then be available for future students to read and purchase, and the entire world as well. There is also a high demand for foreign music. And although YouTube may not seem a reliable source for

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income, it has millions of users every minute of every day. If students were translating lyrics of songs or various other things under the name of the university, revenue in these programs would also rise.

As well as in the language departments, literature and English departments could be publishing books, journals, magazines, and more. Imagine going to the university bookstore and rather than buying a collection of poems from random authors, students were required to purchase a collection of poems written by fellow students in the previous year of classes. Not only would the students publishing their work be putting their names and best artistic expressions into the world, but they would be profiting the university. The same goes for other creative writing courses and literature courses as well. Although it is nice to read a diverse book every year for the UM book of the year, most students would prefer to read something written by a fellow student, staff, or alumni.

The university could also use a strip of land and convert it into a place of agriculture. Over the summer, students could receive college credit for working and educating themselves on farming practices. The Food Zoo could use the harvests and reduce the expensive cost of quality produce. Forestry students could study the soil while environmental studies students start a compost of all recyclable food waste on campus. This would not only add depth to specific classes and increase hands on learning, but create an alternative to trash bills with simple practices. Botany students could learn to seed save while marketing students ran the farmers market stand on Saturdays. The only cost would be to build the garden itself. Even in this small feat, the university could use recycled lumber from treefalls and resources from within the community. These miniscule changes are not solutions, but they can help to keep UM alive.

I am just one of many students and faculty who are devastated to see the humanities and language programs being hit so hard in this draft proposal.

The study of language is one of the most important areas to educate ourselves and the oncoming youth. In the University of Montana Strategy for Distinction, Montana Ways are defined as, \*what we value in a core curriculum. Languages are important to our Ways of Communication in that they are the only way human kind interacts with one another. Spoken word, hand movements (including sign language), and body gestures all fall under the category of language and communication. Second, language is a key component in Ways of Creating. From literature, to creative writing, to public speaking, humans have expressed themselves through language throughout time. Without the study of language and the diversity it holds, we would not have a written history, records of past cultures, a way to spread information, or the textbooks I purchase at the UM bookstore. These are just a few of the countless examples of Ways of Knowing and its dependence on language. Without the opportunity to study and explore languages as specifically as possible, the students and faculty at the University of Montana will not be able to translate literature, connect with foreign nations, and deepen the individual. Simple problems like these can be solved by requiring all students to take a language and not substitute a math class. These language majors do not only teach students a new language in which they can communicate, but about other cultures and histories in the world. The most educated people have always been the ones who speak more languages, where did most of our oldest written documents come from anyway? If we stop offering language courses, it would be hypocritical to use documents originally printed in other languages (including ancient Greek and Latin texts). The University of Montana Strategy for Distinction not only provides a list of Montana Ways, but six UM Communities of Excellence as well. The first item on the list, is Artistic Expression and Communication. In a modern world prompting global connection and originality, that means language studies. Language is a fundamental piece of education, to this university, and our Ways of Living.

Reductions in programs and faculty will need to be made at the University of Montana in order to see a decrease in our costs. However, if the university claims to provide an education in Liberal Arts, then the university must do so. I understand that these are fields where numbers in students are dwindling, and

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that reducing programs will be needed in some areas. However, combining all language majors into two options (where some languages are not even included geographically) the university will not save a large amount of money in the long term. Most of these small language programs do not take a lot of revenue to run, and the staff running them are already working overtime to provide their students with the best education they possibly can. Furthermore, language professors are extremely knowledgeable in their area but will be unable to effectively teach other languages. In other departments this is not the case. A doctor in microbiology is capable of teaching an intro level biology, chemistry, and probably physics course. The same can be said for most professors in the area of math, but this is not the case for those in the language department. Not only are these instructors teaching specific material, but they are creating unique niches for students to thrive in. By combining all language majors into European and Asian Studies, the university will only save money on a few staff and cost themselves a little extra ink on diplomas. This is not an efficient change to make for the purpose of decreasing costs at the University of Montana.

In the athletic department, football funds all other sports and athletic programs. Imagine if the university took the smallest athletic groups and refocused them more into the community or transformed them into student driven clubs. I am absolutely not hypocritically suggesting these programs be removed. Although I didn't even know the university had a lacrosse, hockey, or swim team until after I did some research. If some of the smaller athletic programs gave their athletes college credit to instead play for the community teams (in Missoula or nearby counties), the University of Montana would not pay to advertise their games, give athletic scholarships, pay their coaches and staff, or spend other resources in these areas. The community teams could use the UM stadiums and in turn bring more fans and viewers of the community to the university, and the students participating in these sports could still feel connected to UM outside of just receiving credits for their hard work. This is of course just one suggestion of many. However, I do not believe limiting the opportunities of students by combining such a variety of language majors will benefit the university past this three-year financial deficit.

The fact is, the University of Montana is not sustainable. We rely too heavily on future enrollment and not enough on the resources we could be providing for ourselves. This draft proposal is needed in that our university has to change as our world does so as well. However, cutting a specific part of the pie chart of programs and opportunities, will only leave our Pacman hungry for more blue dots. The University of Montana needs to look within and ask what can be done to help UM press towards the future without removing horses from the herd. There is an unproportionable amount of staff and money going into some areas, but there is also not enough in others. If professors needed an education degree like high school teachers do or taught because they chose to, more students would stay in the classrooms and at the university. If researchers were hired only as researchers, the university may see more revenue from their focus and extra time doing what they do best.

There is a place for everyone at the University of Montana, but this draft proposal does not iterate such a concept well. As I write, I still do not feel I have a voice. I know some professors and staff believe that asking questions and requesting changes will not seriously affect the outcomes of this time of change. I believe administration needs to have more connections to the students and staff outside weekly meetings and ASUM. To be more accessible, visit classrooms every couple months and ask questions. It is not fair to wait for others to ask questions of you.

Cutting down the limbs of our tree may mean there is less nutrients needed to keep it alive, but then we are not creating enough oxygen for the world and living beings around us. The university must become more sustainable from within, and not remove/reduce programs that have not been even considered as profitable for the future.

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The University of Montana has to stop waiting for the future to hand us all our cherry colored bicycles. Instead, we must walk towards the sunrise and meet the future with sustainable practices and a UM community that feels fulfilled as well as educated.

Reference 15 - 0.06% Coverage

I am an economics and Spanish major with minors in business and Latin American studies. I am writing to express my concerns with the new cuts that will affect two of my four concentrations. I'm very sorry to hear that Spanish will no longer be offered as a major. I feel as though Spanish (and Latin American studies) do not fit into either Asian studies nor European studies.

I understand that I will surely be able to complete my degrees. However, I think many people will be outraged if Latin America is no longer acknowledged as an area of study. I want to propose something to you (because I don't want to simply complain, but rather make suggestions-I know you're in a tough spot and you have to make hard decisions). What if one more regional study could be included-either Latin American studies or Hispanic studies? The school has all of the teachers needed for this concentration (Spanish language teachers, Latin American history teachers, linguistics teachers, etc...), so it wouldn't create another large budget line item. Although I understand some cuts are absolutely necessary, I want to strongly encourage you to think about my suggestion. I know I, along with a huge number of my classmates, would not have chosen to attend the University of Montana without Spanish/Latin America being a subject readily available to study.

Reference 16 - 0.06% Coverage

My name is \_\_. I am originally from Twin Bridges, Montana, where I graduated in 2015, and I am currently a junior here at the University, where I will graduate next spring with major in English Literature and Creative Writing, as well as minors in German, History, and European Studies. After reading the draft of the Strategy for Distinction last week, I've spent a lot of time considering the implications of what these recommendations would mean for myself and the future of my programs; I've also spent a lot of time in conversation with my peers and colleagues about our concerns regarding these recommendations and the future of the University as a whole. I write to you today, after many many drafts - because as any writer knows, one never submits their first draft - to urge you to reconsider the recommendations regarding the Modern & Classical Literatures & Languages and the English departments, and, in addition, address some ideas regarding the enrollment issue, which, one could argue, is the root of the budget crisis we are facing today.

The humanities, but particularly MCLL and English, are going to suffer the worst under this proposed plan. These two departments are the cornerstones of the College of Humanities and Sciences. Take away English and the languages, and the entire college will crumble. This is due in part to the interdisciplinary nature of the programs: in order to graduate with an English degree in any option (Literature, Literature & the Environment, Creative Writing, Ecocriticism, Teaching, Linguistics, Film), one is required to take two years of a foreign language. Two years of a foreign language is then half of the required credits to obtain a minor in that language. Many students do then go on to minor in a language, because half of the work has already been done, and then upper-division courses in culture and literature count towards required the English degree and enrich the experience and knowledge of the student. This has certainly been the case for me. A great concern I have with the recommendations is that they do not take into account accurate data. The data this plan is based on stems from majors, but does not take into account the number of students who graduate with language minors, nor the

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### **What are your general comments about the President's recommendations?**

students who have chosen not to pursue the minor, but have nonetheless benefited from instruction in a foreign language.

One may then argue that the language requirement should be removed from the English degree requirements. This is a solution, but not a good one. For one, it puts students who are planning to attend graduate school at a severe disadvantage because many graduate programs require at least minimal instruction in a foreign language. Another issue is that many students who major in languages go on to be teachers of that language. If MCLL is gutted in the way currently suggested, not only are students losing opportunities to pursue graduate degrees, but the state of Montana - whose current primary school foreign language curriculum is lackluster at best - is severely disadvantaged because there will be no more foreign language teachers. This would put Montana's youth behind nationally and globally in a skill that is absolutely critical in a globalized and technologically connected world. Learning a language at any stage of life quite literally expands that person's horizons, as well as makes the student more culturally sensitive and empathetic, a trait that is severely lacking in the nation today.

After MCLL, the English department would be taking the greatest blow. As espoused in two recent Missoulian articles (\*University of Montana grad wins Pulitzer Prize for fiction and \*University of Montana creative writing program at tipping point as budget cuts loom), UM has a quality English department, and our alumni and faculty do amazing work in their respective fields. There seems to be a disconnect between the accomplishments of graduates and the treatment of the department. In order to continue perpetuating that success, the department must have faculty and support. I have had the privilege to work with intelligent, caring, and amazing professors in the English department over the past few years - Katie Kane, Ashby Kinch, Erin Saldin, to name a few. What makes the English department so special is that the faculty are truly invested in our success, and continually push us to reach our full potential by challenging us with exciting and interesting curriculum that often performs the kind of interdisciplinary work espoused in the Strategy for Distinction. The English department and the work its faculty does are the epitome of a shining liberal arts education. The department encourages interdisciplinary work, teaches imperative communication and critical thinking skills, and prepares its graduates for any and all of the challenges the future may hold.

Obviously, the University is facing many challenges itself and changes must be made. One major culprit behind these current problems is enrollment. For the past several years, enrollment has been in decline, and I want to offer some solutions to that. My younger sister is currently a junior in high school - the age most teenagers begin thinking about their college options. She is smart, talented, and could attend any school she wants to. As I mentioned earlier, I am a native Montanan. I remember my own college search and receiving multiple postcards and other promotional material each week from MSU, Carroll, Tech. I remember receiving very little promo from UM. Granted, that was awhile ago, and my memory could be faulty. However, I get snapchats from my sister now that show me piles of paper from almost every school in Montana except UM. At the most basic level, prospective students won't come to UM, won't even apply to UM if they don't even know it's an option. I suggest an overhaul of our current advertising and recruitment campaigns that focus on the unique programs that UM has to offer: nationally recognized English department, rare language majors, the Forestry program, our wonderful and dedicated faculty, instead of belabouring the sports and outdoors aspect. The Strategy for Distinction stresses the importance of engaging with the wider Missoula community and Montana communities as a whole. The best way to do that is to recruit and retain Montana's brightest high school students and provide them with a quality liberal arts education so they have the skills and knowledge to face and tackle the challenges presented by living in a rural state in a global world. The humanities teach those necessary skills.

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

I thank you for your time, and again urge you to reconsider the recommendations regarding MCLL and the English departments.

Reference 17 - 0.06% Coverage

I am a graduate student in English Literature (Ecocriticism), and I also attended undergrad here, in the same program. I was out of town competing in at the Bryan Clay Invitational track meet for University of Montana when your recommendations for the "Strategy for Distinction" were announced. My purpose in writing this comment is to inform you that these recommendations will achieve the opposite of the intended effect, as state by their title. Distinction cannot be achieved by eliminating those who make it possible.

The recommendations suggest cutting six full-time faculty in the English Department, and I have been informed that the interim Provost has suggested that all six cuts will be made to specifically the Literature section of the English Department. This will de facto mean that the entire program will disappear. Oddly enough, this seems to be in response to the article about the Creative Writing program which recently came out. Since Literature professors teach creative writing students as well, this cut does not make sense.

Such a recommendation is illogical, as the English Department was congratulated by interim-president Stearns. Not only is it a high-performing program, but it is a necessary one, and one that could--if allowed to foster--help UM achieve distinction. For instance, there are nine incoming graduate students to English Literature alone (as opposed to five in 2017, of which I am one). Such growth demonstrates that this program is desirable and profitable. Further, the Literature and the Environment option (undergrad) and Ecocriticism option (grad) are subsets of the English Literature program that are attractive and unique. They are programs that students come to UM for, as UM is well situated geographically to attract such students, and they are programs not offered by many other universities.

By cutting nearly all of the faculty of the English Literature department, or, if your interim-provost was wrong, and these cuts are to the entirety of the English Department, the administration will eliminate a highly desirable and well-performing program. The reduction of six faculty members, either way, is catastrophic, and will not help the University of Montana achieve distinction.

Since I have been here (I am concluding my fourth year), the press surrounding the University has gone from bad to worse. For the last two years, cuts have been proposed, which have prompted negative reactions. If the University truly wishes to achieve distinction, it will stop removing those who make it happen, as this only further erodes UM's image. For distinction to be recognized, UM must do something positive for its faculty and students, which is radical enough for it to get national recognition. Continuing to attempt to cut faculty will not help the University stand out in a positive way.

Reference 18 - 0.06% Coverage

I am writing this email to show my support for the Global Humanities and Religions department at the University of Montana. Recently, I have been informed of the intended cuts this department may be facing due to financial problems.

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

Though outside of my Anthropology and cultural studies major, my college trajectory has paralleled me with courses of study in the Global Humanities and Religions department. I have studied contemporary Buddhism under Professor Bradley Clough and Bombay Cinema with Professor Ruth Vanita. Both of these courses have helped tremendously in my aspiration to pursue graduate research study. This department has provided depth and substance and it has been complementary as an Anthropology major and South/Southeast Asian studies minor. Without this program department and the professors who possess so much knowledge and understanding in such geographic regions of my study, their mastery of their academic domains have helped me to understand better areas of study that extend to Indonesia, Sri Lanka, India, and Thailand to name a few.

Without the guidance of this small but powerful faculty, I would not have had such success in my graduate research pursuit. This October, I will be starting a two year Masters program in Buddhist Studies with a Thailand regional focus. I will be studying at the Universität Hamburg in Hamburg, Germany.

I have been affiliated with the Global Humanities and Religions Department for the entirety of my student career at the University of Montana, from 2015 to 2018. My success as a student is bound to the Global Humanities and Religions Department. To cut such a program would be devastating to the success of future students who would lack having such an extensive and rich program.

I hope that you take into consideration this letter of outstanding support and necessity for the Global Humanities and Religions Department's preservation and continuation.

Thank you for your time.

### Reference 19 - 0.06% Coverage

When I tell people that I am a Classics Major, focusing on the Ancient Languages of Greek and Latin, they often ask me \*what do you want to do with that? My answer is not the typical answer of a Classics Student here at the University of Montana, as I am hoping to attend a Seminary and eventually live out a religious vocation. For me, the opportunity to study these languages while living here in Missoula has been an honor, a privilege I had never dreamed of before enrolling in Ancient Greek 101 on a whim. I began my university studies with the intention of pursuing Anthropology, but then my love for the natural world drew me into the Geography Department, where I studied for several years. After a series of powerful life experiences, my academic interests underwent a conversion of sorts. During this time I was taking Greek 101 and Professor Matthew Semanoff presented the opportunity to major in Classics. I now have one more year of studies and despite being excited for the Summer, I can't wait to delve even deeper into Greek and Latin in the Fall.

As I stated, my religious aspirations probably make me somewhat of an anomaly here at the University of Montana. Not everyone studies Classics in order to investigate the theological implications of Liturgical Latin and its usage or to better understand the development of the Church. But I'm probably not the only student of the Classics who will delight in one day being able to read the New Testament in its original Greek, and thus engage with the text in ways that modern translations make impossible. I'm definitely not the only Classics student who rejoices at the opportunity to read Plato's Apology in Plato's original words.

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

Learning Classical Languages endows students with the privilege of being able to read the foundational works of our society in their own words. The Classics open students up to a wealth of wisdom from such pillars of our culture as Plato, Aristotle, Cicero and many more.

Knowing where we come from is imperative to understanding where we are now. Being able to engage with these texts in their original languages, on their own terms, allows us to listen more closely to what they are truly saying. It is all too easy to come up with quick explanations of the past that sound convincing, but are at best hollow oversimplifications and at worst utter falsities. This search for contextual accuracy surpasses the Great Books of Antiquity and continues to find application today. The Classics provide students with the skills needed in order to delve into the heart of any given matter and understand it in its truest form.

Words matter, and studying Greek and Latin has not only enhanced my understanding of these ancient languages but it has also greatly deepened my love for English. I can now create phrases with syntactical precision using words whose etymologies appropriately convey the ideas I mean to convey. Language encapsulates culture, and in order to preserve the beauty our language carries, we must be able to speak it accurately. The study of Classical Languages provides students with tools of timeless necessity, the tools to convey and understand truth. Thank you for taking the time to read this and I implore you to please support the study of Classical Languages here at the University of Montana.

Reference 20 - 0.06% Coverage

We are two students in the Spanish language program and the Latin American Studies program. I, \_\_\_\_, am a Presidential Leadership Scholar triple-majoring in Spanish, Political Science, and Women's, Gender, and Sexuality Studies with a minor in Latin American Studies. I, \_\_\_\_, am a 4.0 honors student majoring in history, and I have taken upper division level Spanish language courses, as well as Latin American history courses.

We have read the draft of the \*University of Montana Strategy for Distinction and are extremely concerned about the efficacy of the proposals. Our concerns are housing Spanish language studies under European Studies, and the unclear future of Latin American Studies, which is currently under the Department of Modern and Classical Languages and Literatures, a department slated to be dissolved. Spanish, by far, has the most students of all of the language programs. Not only is Spanish becoming increasingly useful in the United States, but it is becoming imperative for our generation to be able to communicate, at least to a degree, in Spanish. The United States has 41 million native Spanish speakers, second only to Mexico. If we want to interact, connect, and compete in this increasingly globalized world, we need to be privileging languages. The Latinx population is one of the largest communities of color in Montana.

In one 400-level Spanish class, one student, a biology major, has mentioned that she is studying Spanish because she wants to teach, and she wants to be able to communicate with her students, who will invariably include Spanish-speakers. A business major wants to compete in the global job market, and she knows she needs to know another language to do so. An African-American Studies major is using her Spanish to learn about afro-Latina culture and history something she can only do with the Spanish language.

Recently, a Spanish professor approached me, Jennifer, and asked if I would consider studying law and translating in the realm of legal and social justice. This career path would simply not be an option for me if my Bachelor of Arts read \*European Studies with an Emphasis in Spanish. My degree needs to emphasize my ability to speak Spanish. I plan to work in Latin America eventually. I can't imagine telling

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

my Argentine friends, let alone future Latin American employers, that I had to get a major in European Studies in order to major in Spanish. Quite frankly it's embarrassing.

Housing Spanish under European studies promotes neocolonialism and racism. It implies that Spanish language belongs to Europe and to Spain. This severely misinterprets or ignores the Spanish language as a cultural identity. Each country has their own version of Spanish. There are different conjugations, pronunciations, and words everywhere you go. Even the United States has multiple unique Spanish dialects. 418 million of the 469 million Spanish speakers of the world are in the Americas.

If the University of Montana implements these recommendations, recruitment and retention will fall. In a Spanish class of about 20 students, five have stated that they would not have attended the University of Montana if Spanish wasn't a major, explicitly stating that they would not study European Studies. That is 25 percent of the class. Surely more feel the same. Administration needs to listen to students and prospective students: Students will not attend a university that is ignorantly or willfully perpetuating neocolonialism and racism. We will not attend a university that is cutting some of its best programs. We will not attend a university that pretends to care about diversity while make decisions to the contrary. We will not attend a university that claims to be acting in students' interests without listening to us when we dissent. Because we care deeply for this university, we implore you to reconsider splitting the languages into European and Asian Studies.

Reference 21 - 0.06% Coverage

I am writing to express my concerns about the recommendation to discontinue the Global Humanities and Religions program, formerly Liberal Studies. As a triple-major in Women's, Gender and Sexuality Studies, Political Science, and Spanish, with a minor in Latin American Studies, I have had the privilege of taking many courses from many departments. Some of my favorite have been from the Global Humanities program. Indeed, one of my biggest academic regrets of the past four years is not taking more.

The draft proposal states that the rationale for recommending mortality is a 58% decrease in majors and a 23% decrease in degrees rewarded. This decline reflects years of budget cuts, a lack of recruitment (not just to the university, but to this department), and the loss of faculty in the program. Currently, there are only three FTE, following two recent retirements. The solution is not to continue making cuts, and it certainly isn't to cut the program entirely. We need to be investing in our liberal studies; we need to be recruiting students.

Cutting this program would not only reflect poorly on our university and undermine our identity as the liberal arts university in Montana, but it would be a detriment to our entire campus. Of the three remaining faculty, one is our only biblical specialist, and the other two are the only ones who teach material on non-Western religions. While enrollment in GH might be declining, the impact of these professors is not.

The first time I heard Professor Ruth Vanita speak was not in one of her classes, but as a guest lecturer for one of my WGSS courses. Three years later, I am finally taking one of her classes something I wish I had done much earlier. Not only is she a brilliant professor, but she is one of the very few professors who teaches courses on LGBT materials. Of those very few professors, Professor Vanita is the only one who does not do so through an exclusively Western lens. To lose Professor Vanita would be to lose a

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

critical voice and educator. Without her, I, and many of my peers, would have never received any non-Western education, let alone non-Western education on gender and sexuality.

In the proposal and in your speeches, you say we value diversity and cross-cultural understanding. I cannot think of a program that better envelops those values than Global Humanities and Religions. I cannot imagine our campus without the incredible faculty that remains. I implore you to consider investing into the program that makes UM the university that it is.

Reference 22 - 0.06% Coverage

I am writing this email to show my support for the Global Humanities and Religions department at the University of Montana. Recently, I have been informed of the intended cuts this department may be facing due to financial problems.

Though outside of my Anthropology and cultural studies major, my college trajectory has paralleled me with courses of study in the Global Humanities and Religions department. I have studied contemporary Buddhism under Professor Bradley Clough and Bombay Cinema with Professor Ruth Vanita. Both of these courses have helped tremendously in my aspiration to pursue graduate research study. This department has provided depth and substance and it has been complementary as an Anthropology major and South/Southeast Asian studies minor. Without this program department and the professors who possess so much knowledge and understanding in such geographic regions of my study, their mastery of their academic domains have helped me to understand better areas of study that extend to Indonesia, Sri Lanka, India, and Thailand to name a few.

Without the guidance of this small but powerful faculty, I would not have had such success in my graduate research pursuit. This October, I will be starting a two year Masters program in Buddhist Studies with a Thailand regional focus. I will be studying at the Universität Hamburg in Hamburg, Germany.

I have been affiliated with the Global Humanities and Religions Department for the entirety of my student career at the University of Montana, from 2015 to 2018. My success as a student is bound to the Global Humanities and Religions Department. To cut such a program would be devastating to the success of future students who would lack having such an extensive and rich program.

I hope that you take into consideration this letter of outstanding support and necessity for the Global Humanities and Religions Department's preservation and continuation.

Thank you for your time.

Reference 23 - 0.06% Coverage

I am writing in response to your recent announcement regarding various cuts to faculty at the University of Montana. I understand the University is under financial stress, as are many Universities throughout the country. However, I hope that you will reconsider your draft cut proposal regarding The Global Humanities and Religion Dept.

My concerns are twofold. Firstly, as a soon-to-graduate student majoring in Psychology, I have had the pleasure of taking classes from two professors in The Global Humanities and Religion Dept., Bradley Clough and Ruth Vanita. I whole-heartedly feel that both professors are gems to The University of

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

Montana. Their wealth of knowledge and passion for the material is inspiring. Their abilities to get students interested and involved in class discussions is something many professors lack. Both professors have helped make my education here at UM well-rounded and positive. Even though I have not had Nathaniel Levtow as a professor, I have heard several students speak highly of him. For the success of the students and the University, I hope you can find places for these professors in other departments. It would be a shame to lose such a valuable team.

Secondly, I was very disappointed to hear that The Global Humanities Program will be cut altogether. The classes offered through The Global Humanities Dept., help the students see that the world is a grand and unique place. They teach the value of diversity, a critical lesson for this day and age. Most importantly, the department gives the students the opportunity for a well-rounded education. It is through departments like these, that have helped shape our community into a place where one can experience a cultural vitality. Cutting the department sends a message to the community and the rest of the country. A message that says arts, cultural, and global studies have no place here in Missoula. I can't believe that this is a message that would market our school for prospective students. I can honestly say, if I was a new freshman, looking to find a college, I might reconsider one that did not have a Liberal Studies/Global Humanities Program.

Please reconsider your plan to cut The Global Humanities Program, at the very least, please consider holding on to your Global Humanities tenured faculty.

I appreciate your consideration in this matter, I know these are complex decisions.

### Reference 24 - 0.06% Coverage

I am writing to kindly request the administration of the University of Montana to reevaluate the draft recommendations to discontinue the entire Global Humanities and Religions Program. The rich opportunities provided by this Program and the excellence of the faculty facilitate learning and skills beneficial to any student seeking to understand and improve the human experience. Studying a variety of religious traditions, developing multicultural competency, and analyzing human relationships broadens and deepens my perceptions regarding peoples' cognitions and behaviors. As a psychology major, courses that further enhance humanistic, cultural, and societal knowledge are of inestimable value. Combining a minor in Global Humanities & Religions with a major in Psychology optimizes my education and abilities as I work to become a mental health professional.

This is my second semester here at the UM. I have taken two of Professor Ruth Vanita's classes and will be taking a third this fall. Dr. Vanita offers her students as much wisdom as they are willing to mentally digest; from handing out supplementary poetry and songs (sometimes translated from Hindi to English by Dr. Vanita); examining philosophical, ethical, and religious texts and thought using a variety of diverse frameworks; providing historical knowledge on gender and sexuality; to repeating a question for a second time on a test to ensure it is known. During the Bhagavad-Gita course this semester, Professor Vanita replies to emails almost immediately, uses communication via email as well as in class to keep us engaged and on track, and has made group study sessions available to students who missed lectures covering complex concepts. Professor Vanita shares her expertise and sets high standards with a caring warmth.

I am looking forward to taking Professor Bradley Clough's course, A History of Yoga in the East & West, come fall semester. I am also grateful to be able to enjoy filling my schedule with courses from Global Humanities & Religions for my remaining time here. Thank you for making completion of this Program possible for current students, and hopefully for future students.

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

#### [Staff](#)

Reference 1 - 0.04% Coverage

What please is the exact location within the President's website as to these recommendations announced today 4.17.18. Thank you!

Reference 2 - 0.04% Coverage

Excellent work! Glad to see the President and UPC make clear, difficult but decisive and strategic recommendations. Excited for UM's future and to be part of it. Thanks to the UPC for their hard work.

Reference 3 - 0.04% Coverage

I greatly appreciate the leadership demonstrated by the President in the short time that he has been at UM. Historically we have seemed to shy away from promoting the nature that surrounds us and the Montana ways so I celebrate this university owning this. While it will be painful to lose programs and colleagues who are dear to us, it has also been painful to have had years of percentage based cuts that also involved seeing our colleagues have to leave. I applaud the careful, considerate, and thoughtful recommendations that were made based on data and a great deal of input from the campus community. I appreciate the ongoing communication from the President to the campus community. I'm especially grateful that the President had the courage to address the budget deficit, and to do it in a bold, but thoughtful manner. The President's leadership and recommendations have given me hope for UM's future.

Reference 4 - 0.04% Coverage

I simply want to praise the committee for wrestling with a very challenging task and doing it well. The importance of communicating a strong vision going forward, and developing a plan that is in line with that vision is/was necessary to turn the tide on what ails UM. The vision is clear and the plan well thought out. Now let's make it happen!

Reference 1 - 0.13% Coverage

I have a concern about the recommended reconstruction within the MCLL department. I understand the need to consolidate the languages into two majors however with the drafted cuts, and my understanding of the proposed new structure of the new DLC, I am afraid that this department would exist solely to deliver language education and would not include the essential ability of instructing students in how to deliver language education to others. In short, I am concerned that UM would not have any courses about how to teach these languages. UM produces excellent teachers through the College of Education and limiting the ability for future educators to be able to teach future students international languages would greatly diminish the ability for those future students to effectively work on an international scale. I ask you to please consider allowing a few additional positions to remain within MCLL in order for UM to continue to instruct students on how to teach languages!

Reference 2 - 0.13% Coverage

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

Hi Guys:

One minor change I would like to make on the draft recommendations is that one of our FTE reductions is under "Forest Management" but Forest Management is a department, not a degree. The FTE reduction should have gone under "Forest and Conservation Sciences" which is a grad degree. I think this was an error in my spreadsheet, but if I could get that corrected, that would be awesome. I will send some more broad comments later today.

#### Reference 1 - 0.06% Coverage

There are a number of recommended FTEs that will be downsized. I'd like to see clarification on the classification of these FTEs. Will they be staff, faculty, lecturers, adjunct faculty etc... Thanks.

#### Reference 2 - 0.06% Coverage

Overall, I think the direction is positive and I look forward to re-envisioning UM. I do have a few items to point out, however.

1- In the mission statement where the term "frontier" is used. The term "Frontier" is often used as a colonialist/manifest destiny term in the U.S., which adversely affected thousands of indigenous "Montanas". Historical trauma runs deep and I think with careful consideration a different word can be used to represent the forward thinking movement of this mission statement.

2- In a similar manner "Montana Way" is also a term that is ill-defined and folks from different identities will connect or disconnect in ways that may not fit with the design of the category. I feel as though the goal is to use this term as an inclusive banner where those attracted to UM will find a sense of place that encompasses diversity. However, by not defining and being explicit in the meaning you open the door for individual definitions that can create barriers rather than inclusionary opportunities. I suggest thinking of some other banner that is either better defined or does not exclude.

3- Following the feelings surrounding "Montana Way" I also feel that diversity is not explicitly discussed. There are areas where different ways of thinking and communicating are softly pitched as diversity plugs. However, in 2018 a flagship institution needs to take a stand on how diversity is talked about and engaged in through all aspects of a campus. It only takes a few clicks online to see how diversity is playing out across the nation with regard to higher ed. Not being clear and inclusive now will only impact enrollment later on. We need to work to provide a place where students can find their own sense of belonging and to do that we need to ensure that we are attracting a diverse student body and faculty/staff that not only represents the state of Montana, but also the nation.

I look forward to participating in the future of UM and feel confident that it will be a place of distinction for all who choose to learn and work here.

#### Reference 3 - 0.06% Coverage

The President's recommendations regarding the Humanities, specifically the Modern and Classical Languages and Literatures departments is extremely short sighted. In recommending the discontinuation of "majors in French, German, Spanish, Russian, Classics, and Area Studies by consolidating into two major areas: Asian Studies and European Studies" we will no longer be able to compete on a national or global level with other universities that continue to offer majors in specific languages. In researching this I did a cursory review of three online forms for three well known language scholarships. The required field where students are asked to enter their major has a limited number of characters available. The maximum number offered was 20 characters. This is enough space

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

for a student to list "Asian Studies", not "Asian Studies with a concentration in Russian Language" (54 characters). Also, any committee reviewing applicants that list their Russian/Arabic Language "concentration" under either the heading of European or Asian studies would consider this to be an egregious characterization of the languages.

During the open comment session at ASUM the President said that he wished to transform U of M into a small liberal arts college with a flagship language program. I would like to know what that looks like as I am convinced that we will lose even more students to MSU (which still offers majors in French, German and Spanish Language as well as Japanese studies, Hispanic studies, Latin American studies and Spanish studies). Given the choice, I want a major in my chosen language, not a "concentration", therefore I would attend a school that is going to offer my desired major.

In the "Strategy for Distinction" the President says that "across all languages, degrees awarded have declined by 44%". I would like to know the range of this statistic as over the past years the languages have also been losing faculty and attendance to the university has had an overall decrease. In 2016 an article was published stating that "since 2010, UM's resident freshman enrollment has dropped nearly 40 percent", wouldn't that be in line with a decrease in language majors? Therefore I do not see why that statistic is even considered in the document. According to the Bureau of Labor Statistics the projected 10 year growth of careers in fields such as Interpreting and Translating is expected to rise 29%.

The Estimated FTE Reduction for the Modern and Classical Languages and Literatures is 7.5. How many FTEs are currently working in the department? As a student in the department I have seen an ongoing reduction in faculty and staff and the affect that this has on the students and the remaining faculty and staff. A reduction in staff means a reduction in the number or variety of classes offered which means decreased interest in the department. Reducing the FTE of the department by 7.5 at this point completely guts the department.

I urge President Bodnar to reconsider his recommendation regarding the Modern and Classical Languages and Literatures.

#### Reference 4 - 0.06% Coverage

Understanding that cuts need to be made and it's very clear that will be happening but I think there also needs to be an equal focus on recruitment and retention - both of which will be hampered as the public perception is one of crisis/loss of faculty/programs and options for prospective freshman.

#### Reference 5 - 0.06% Coverage

Dear President Bodnar and Provost Kirgis,

I'm writing because of a story I read in The Missoulian about how budget cuts will affect UM's creative writing department. As an alumna (MFA in poetry, 2008), I'd like to tell you another story about how students from working families like mine won't have access to study the arts without programs like the UM MFA in creative writing.

I grew up in Florida. My father was a high school dropout. My mother died when I was an infant. However, because I went to public schools that were well-funded, with peers whose families were some of the richest in the state, I was exposed to arts and cultural programming that students in other parts of the state could only dream of. I wanted to write the kinds of books I read in school. However, that was not a dream that families like mine allowed their kids. My father worked very hard so I could go to college at all, so when graduation came and my peers were going to Harvard, MIT, and Middlebury, I went to Florida State with the expectation that I would study something practical that would get me a high-paying job. To my dad's consternation, I studied English instead. And I excelled at it.

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

I graduated and found a job that paid well and put away my dreams of writing for a few years. When I was ready, I applied to graduate school. By this time I was an adult and had only my own standards and rules to abide, but my roots were strong and, as with many people who grow up like I did, I knew that it would be a bad idea to go into debt to study poetry. And that's where the University of Montana comes into my story. There, I was able to study poetry for two years with a stellar faculty led by some amazing women writers (Karen Volkman, Joanna Klink, Judy Blunt, Debra Earling, Dierdre McNamer...) and receive a stipend in exchange for teaching English 101. I can't stress this enough: Students from low-income families need programs like this. We deserve to study the arts with a high-quality, dedicated faculty just as much as wealthier students. And having a robust, well-funded department is essential to the students of Montana and beyond. If you pull funding and lose fantastic professors to attrition, retirement, and layoffs, where will students like me go? Bozeman? Boise? Eastern Washington? While I was a student, I received funding from both the President's and the Provost's offices to attend writing seminars in St. Petersburg, Russia and Prague, Czech Republic. At these seminars, I was able to network with other writers, leading to a freelance gig that helped me survive in Seattle until I was able to find a more stable job. I developed long-lasting relationships with the members of my cohort, many of whom I count among my best friends to this day. In the years since graduating from UM, I have published 4 chapbooks, served as assistant editor of a poetry journal for women and non-binary writers, won some writing contests, taken part in and organized poetry readings in my community, and generally enjoyed a high level of success as far as these things are measured in the poetry world. And I have always credited UM for its role in that success.

When I look at my peers from the UM MFA, I am astounded by their achievements. Andy Smetanka, who has made his life in Missoula, is a renowned stop-motion animator who has worked with Pearl Jam and the Decembrists in addition to successfully funding his own feature-length film and showing it on the festival circuit. Annie Nguyen is a tenure-track professor who teaches writing at the University of Washington, Tacoma. Kelly Kathleen Ferguson is a tenure-track professor at Southern Utah University. Jane St. John has run successful marketing campaigns for Virgin America, SurfAir, Old Navy, and NationBuilder. Jasmine Dreame Wagner's most recent book was reviewed by Steph Burt in The New Yorker. Brian Kevin has published two books and is the Managing Editor of DownEast Magazine in Maine. Lucas Farrell runs a goat farm in Vermont. Carrie Braman runs a Maple Syrup operation in Maine. Youna Kwak is a visiting assistant professor of romance languages and literatures at Pomona College. I could go on and on. My peers are in every industry, kicking ass and taking names and UM should not only be proud to call them alumni, but should work to support the program that produced them.

I work for a University myself. I know budgets are tight and higher education institutions are looking at innovative ways to deal with funding shortfalls. I can tell you this: your faculty and breadth of programming are your bread and butter and should be the LAST things you cut. Before you do, take a hard look at the administrative side of your operation. Because students enroll at universities for high-quality programs. Not bureaucracy. Take a look at how much you're spending on athletics--the same departments that have garnered national attention for bad behavior, cover-ups, and sexual assault. Perhaps, rather than continuing to reward that culture with resources, you could nip it in the bud and focus on departments that are bringing the good kind of attention to UM.

### [Faculty](#)

Reference 1 - 0.04% Coverage

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

First, I sincerely appreciate the effort put into this process, by President Bodnar and everyone else involved. This recommendation is simple, and may seem minor.

Given that we are looking forward and trying to envision our future, please use the current names of our units and programs, which reflect our present and future, rather than our past. I'm surprised to still see "College of Forestry" used as a summary title, despite the fact that this college's name has been "Forestry and Conservation" for over a decade, and is now the "W.A. Franke College of Forestry and Conservation" after receiving UM's largest donation in our history. Consistently seeing "College of Forestry" in our planning documents implicitly anchors us to a past, from which we have consciously decided to evolve.

Reference 2 - 0.04% Coverage

I support your vision and plans to achieve that vision!

Reference 3 - 0.04% Coverage

I am very thankful that after many years there have finally been real recommendations from the President's office. Across the board cuts, and reductions by attrition have not only been poor strategy, but have actively undermined some of UM's strongest programs which will ultimately help us dig our way out of this situation. Even though I am in one of the programs slated for FTE reduction, I find these recommendations to be very thoughtful and reflective of the investments UM must make to reach our full potential.

I encourage you to listen to feedback and make any changes which reflect improvements to strategy, but to not back down from the hard, but necessary decisions you've laid out here. Thank you.

Reference 4 - 0.04% Coverage

The Draft Proposal for UM strikes me as a short-sighted, quantitatively driven attempt to undermine the humanities and in fact the liberal arts at, ironically, the flagship liberal arts university in the state of Montana. More specifically, regardless of the enrollment figures (which I do not have access to) and regardless of the statistically driven, unholistic Delaware model, the Proposal has some striking recommendations that evince a wholesale attack on the humanities, and even more specifically the study of literatures. Specifically, the proposal

- \* reduces the English Department and MCLL by FTE numbers more than double any other faculty on campus
- \* eliminates the renamed Liberal Studies program
- \* removes composition from the English Department to Journalism in an unprecedented move that has no basis in higher education policy
- \* eliminates majors in specific language study
- \* eliminates the MA in MCLL
- \* confusedly attempts to create one MA English while preserving the MFA, showing a misunderstanding of graduate study in literature and creative writing.

The reductions in MCLL, Humanities (Liberal Studies), and English amount to 16.5 FTE, a cut that is clearly out of proportion with other reductions across campus, which demonstrate

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

- \* no cuts to Business
- \* few or no cuts to Journalism
- \* no cuts to the sports programs that precipitated this crisis by most accounts
- \* few cuts to the administrative class that has grown and commanded inordinate salaries in the last 10 years
- \* no cuts to the law school

The Proposal, inspired I fear by the economic determinism that governs the supposedly neutral Commissioner's attempt to Bozemanize our campus, has the potential to sound a death knell to a tradition of literary study that began most famously last century with G.W. Merriam. That death knell" which will work by reducing offerings through reduction of faculty, increasing exponentially faculty/student ratio, and undermining the intensive writing and critical thinking that is the hallmark of literary study" will abandon a tradition and a community that has produced, most recently, the winner of the Pulitzer Prize in Fiction, my ex-student Andy Greer.

Close to retirement after more than twenty years in English, as Chair, UFA grievance officer, and professor, I have up to this point allowed the "reconfiguration" process to take its course without comment. I now feel the need to interrupt my class preparation to write this sad commentary.

Reference 5 - 0.04% Coverage

Unable to find the "Draft Recommendations" on the link mentioned in the email sent by the President.

Reference 6 - 0.04% Coverage

Dear UPC,

Following up on President Bodnar's presentation yesterday, and in particular his vision that the University of Montana must improve our retention rate and the opportunities for social mobility that we offer students, I wanted to highlight the crucial importance to this vision of the work done by the two remaining lecturers in the Mathematical Sciences department.

These lecturers (Lauren Fern and Regina Souza) have decades of experience in teaching mathematics to students who have a weak mathematical background and even less confidence in their ability to succeed in mathematics. Even so, these students need mathematics classes in order to improve their job prospects or their options for which major to study. Regina and Lauren know how to reach these students -- how to make the mathematics accessible to them, and more importantly, how to convince the students that they can indeed learn math. Moreover, Lauren and Regina are the only faculty members in the Department of Mathematical Sciences who regularly teach these courses. The rest of us do not have their expertise.

If we want students to persevere with their studies at UM, and we want those studies to equip them for an increasingly technological world, the Mathematical Sciences lecturers are indispensable. Lauren Fern, in particular, has already begun implementing a co-requisite model which is improving retention among students in College Algebra. We must keep these lecturers, or we will have a drastic decrease in UM's ability to train and retain students in mathematics.

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

One could hope that this decrease would be short-term, that the rest of the department would eventually develop some of Regina and Lauren's abilities in this arena. Even if this is the case, losing the lecturers would decrease retention in the short term and therefore worsen, not improve, UM's immediate budget woes.

#### Reference 7 - 0.04% Coverage

I can't seem to find some important information about the administrative reorganization " perhaps this is on a website somewhere and I'm just not seeing it.

What I don't understand " and what I can't find clearly explained " is what specific efficiencies are gained by moving from 23 department heads to 10 department heads. Intuitively it would seem that having 1 chair for a "Division of Physical Sciences that includes Geosciences, Chemistry/Biochemistry, and Physics and Astronomy" rather than 3 chairs would result in two current chairs being able to teach a class rather than getting a buyout for their chair work. Is that the goal " to capture 2 more classes? Or are there other administrative efficiencies that are behind the urge to combine so many entities? Is there a desire on the part of administration to move away from faculty-line chairs and to administrative-line directors? Has consideration been given to the fact that there is, generally, an optimum number of direct reports?

Here are a few more questions:

- \* Do all faculty in each of the 10 divisions need to have the same unit standards? (This seems crazy but, again, the process is unclear.) For example, do faculty in Communication Studies and faculty in Journalism need to agree on one set of standards that works for both disciplines? If so, what is the timeline by which this has to be accomplished? Faculty evaluation criteria, and their progression towards tenure and promotion are very real issues which should be considered before the fact not after the fact of a merger.
- \* Does a person now graduate with a degree in Physical Sciences rather than Geosciences? Or is the mashed-up department change just related to governance and not to degrees?
- \* Will there still be a School of Journalism?
- \* Was any consideration given to alumni affiliation / association / charitable giving in determining which units would be merged? For example, if J-School alumni give a lot of money but now there is no longer a J-School what impact might that have on planned giving? And does this matter to the plan to merge?

#### Reference 8 - 0.04% Coverage

I have to say that I as someone whose family moved to Arlee, Montana in 1981 and as someone who began teaching at the University of Montana in 1999, I am shocked by the evisceration of the Humanities at the structural level: action that belies the lip service the University pays to the disciplines it contains. I am also concerned about the ethical and intellectual integrity of a drastic cut done without direct consultation with the students, staff, community members, and faculty involved. It is almost as if those people who chose to cut 6 English Literature faculty have no fundamental understanding of the role of Literary and Cultural Studies to participation in a democratic social order, have no understanding of the history of Missoula as the "Paris of the West" (a fundamentally literary city as Dublin is, as St. Petersburg is), have no conception of the braidedness of Creative Writing, Literature, and Rhetoric and Composition (look at any other institution in the region), and, finally, have no familiarity with academic traditions of consultation of disciplinary experts in the fields of inquiry

## **UM Strategy for Distinction: Feedback**

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when decision are taken to revise or reconstruct their goals and structures. I wonder what research work, what scholarly papers, were consulted in this process? It all seems, too hasty by a great deal more than half. Please slow down and think collaboratively with those people concerned--students, faculty, staff, parents, community members, writers, thinkers--before you take this drastic and devastating step. As we teach students and ourselves in our discipline, first drafts of documents almost always require a great deal of substantial revision in the light of further research. "Movement [substantial change], however, is never just a physical act; it is intellectual as well. Indeed, it is always intellectual before becoming physical " except for puppets on a string."--Antonio Gramsci.

#### Reference 9 - 0.04% Coverage

I appreciate the hard work of the UPC and fully support the recommendations as outlined. The strategic cuts and restructuring are essential to UM's future and UM's now actually. I serve on Faculty Senate - shared governance is essential but shared governance cannot derail the process now. It must go forward. President Bodner and Provost Harbor, you have my support.

Also thanks for the recognition of Neuroscience. As director of the UM UG neuroscience program, I cannot count the number of prospective students and parents I have met with since September. Several including stellar freshman from MA, TX and CA will be a part of UM Neuroscience starting this Fall. Let's move UM forward!

#### Reference 10 - 0.04% Coverage

Greetings. I have always been incredibly proud to be a Professor at the University of Montana. As a member of an incredibly strong group (OBEE within DBS), I am lucky to have fantastic colleagues who are terrific scholars and teachers. There is much to be positive about at UM! I just wanted to voice my strong support for the difficult but necessary changes you are recommending. Clearly, the status quo will not work, and I applaud your careful and reasoned approach. While I appreciate the concern of faculty who may be most affected by the changes you recommend, I am a strong supporter of your recommendations. I have always felt that if managed correctly, the University can come out of this current fiscal challenge much stronger. I think you have put us on this path!

#### Reference 11 - 0.04% Coverage

Excellent movement toward something the U can really market.

It will take creative change in core requirements, and the faculty will have to devote time to making a truly exciting, but limited set of core choices for undergrads. I believe the established faculty with national reputations have to participate in delivering the core; this 1- to 2-course teaching load at the upper division and graduate level is not in the interest of undergraduates and even programs that bear zero cuts need to undergo a BIG change to make it all work.

#### Reference 12 - 0.04% Coverage

I have been a professor at UM for 12 years, and have watched the APASP and UPC committee's progress get stalled time and time again by what I view as fringe views of a few of our most outspoken faculty from programs that are not strong, growing, or thriving on this campus. I have seen our staff and students suffer through cutbacks, reductions in the quality of the education we have been providing, and yet have seen the faculty 'give' nothing back in terms of accepting the reality that we are down 3-4K

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students - and so logically, financially, and economically, faculty also need to be downsized. Downsizing unstrategically is the surest way to mediocrity with across the board cuts, and the time to be strategic is now or it will be too late.

I read the entire UPC report and President Seth Bodnar's recommendations, reviewed the Tableau data in detail, and have attended some of the listening sessions and faculty senate recommendations. I have not been a leader in these processes, but have been doing my utmost to stay informed and educated on the issues.

I am VERY pleased with the Presidents recommendations. Never in the last 12 years of my service have I been as impressed with the proposed direction of the University, the decision making process, the structure of the UPC in doing so, and the basis of the decisions on such broad quantitative assessments of trend, student credit hours, faculty student ratio's, etc, as I have with President Bodnar's recommendations. I am extremely impressed with the recommendations, think they are almost entirely self-evident from the data provided to faculty and staff, and firmly see that they will not only strategically address our huge budget shortfall which is mostly made of faculty salaries at this point, but these recommendations will also help us build on our identified strengths and I believe will strengthen our University significantly.

There are also many innovative and inspiring ideas in the recommendations. The data science cluster, for example, suggested restructuring of CHS into divisions following the highly successful model of the Divisions such as OBEE for example, and the ideas to merge dwindling degree programs such as the languages into a new more vibrant organizational structures to actually strengthen and create something new and exciting - that will in turn probably attract more students in the long run. These are just 3 examples that I point out, but I was struck throughout the report about how many ideas that came out of the process that were really backed by data and quite forward thinking. I think President Bodnar's recommendations build both on the UPC and APASP processes, but also bring a very fresh perspective to this campus which reflects the greater US university trend and landscape, and will create a very forward moving and thinking campus structure.

My one concern is that the impression is given that these cuts will be potentially made through attrition via retirement over the next 3-5 years. I fear that this is potentially not fast enough, and also runs the risks of being unstrategic inasmuch that faculty retirement age is usually not predictive of department productivity. Instead, I encourage the President and leadership to push forward with retrenchment where strategically prioritized under the CBA to rapidly address our significant budget issues. I know this is not a popular tact, is sad and will disrupt the lives of many of our faculty, families, and present students, but my major concern is the financial data do not suggest we can achieve these urgent goals through attrition and retirements alone.

#### Reference 13 - 0.04% Coverage

As a faculty member in biology, who works closely with undergraduate and graduate students inside and outside the classroom, I am excited to see this University's administration finally recognize the "business as usual" is neither possible nor best for our students. It is amazing to see new vision and energy at the highest levels of UM administration. I love it here, and have always appreciated the faculty-drive, bottom-up opportunities to make a difference (vs. the imposition from above of cluster hires etc. I see at collaborator's institutions). But the downside of that has been that (with some notable exceptions), there has been a pretty high level of institutional complacency, meaning that if individual faculty don't

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drive something, it doesn't happen (hence, paper timecards and me having to set up my own mailchimp account to advertise our grad program to GRE takers....). So, it's refreshing to have a new President and Provost ready and willing to challenge complacency at all levels.

I know that individuals will suffer with these reorganizations -- we all love our work and this place, and I too would be sad if it seemed like I or my field was not valued. Change is difficult and there is no way around it. But this institution desperately needed to take a close look at itself, modernize administratively, and think carefully about how to live up to its highest potential (which is high) without leaving behind core values of liberal education and service to Montanans. The recent enrollment/financial situation has been hard, and has held us back. But without it we'd be even worse off, because NOTHING would change and we'd still be complacently coasting along decades out of date. The various review processes may not have been perfect (i.e., they weren't), but it has been reasonably transparent.

Our program is strong because it has always aimed high, and capitalized on all the things that make Montana great to bring in great researchers and students from all over the world. As a state University our first commitment is to the people of the state, but we don't serve them well by not aiming to compete nationally and internationally. That requires strategic focus, not a limited set of resources spread evenly thin.

I hope that people across the diversity of programs here can see that reflexively (and sometimes, pettily) defending the status quo is damaging to the institution (and thus to our students, our colleagues, even ourselves). I recently met with an excellent former Honors undergrad (originally from Eastern Montana) to talk about his plans for graduate school. Despite working closely with faculty in our world-class program (and well-informed generally) he was worried about whether it would be a good idea to get his MS here (vs. various major out-of-state schools). That is shocking to hear, as our program is one of the best in the country and we are 100% confident that this University as a whole (not just our program) will be in far better shape than ever before in 5 years. But this kind of sad impression is now common in Montana, and is likely far worse at the undergraduate level (who wants to send their kid to a place in a "death-spiral"???). We are absolutely not in a death spiral at this moment, but we could be if we continue to a) focus only on the negatives of change and fight amongst ourselves and b) don't take this opportunity to raise all ships by accentuating our real and substantial strengths.

Reference 14 - 0.04% Coverage

I have one more minor comment. I was also very informed by the various analyses presented on Tableau. I have heard a lot of minor complaining about these kinds of data, problems for one department in this metric, for another metric for another department, etc. Nonetheless, I see the data as very informative for the decision making process.

Following on this line, I would like to strongly encourage the continued and hopefully automated tracking of these kinds of metrics OVER TIME to be able to a) improve the metrics as minor problems are addressed, b) track trends over time, c) continue to use data to guide our direction and strategies here at the University of Montana.

It honestly amazed me that generating the data that went into APASP and UPC was so laborious and manual in nature. Shocking perhaps that a place of higher learning would have such basic data flows on the core aspects of our mission. I sincerely hope this is dramatically improved and updated annually in

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

the future to help guide decision making. When there is no data, there is just opinion, and while we need informed mission statements and values to interpret data (as examples), in the absence of data, most arguments are difficult to resolve.

Reference 15 - 0.04% Coverage

I appreciate all the hard work that has gone into these recommendations and that we are in a tough position because cuts need to be made. Thank you for your thoughtfulness in recommending strategic cuts that will strengthen the university as a whole.

Reference 16 - 0.04% Coverage

I support the recommendations. I want to recognize that work that has gone into planning to this stage and what appears to be a clear need to make cuts. I think it makes the most sense to make those cuts strategically and enrollment, along with revenue to the university is the best indicator to use. I appreciate that the President is willing to make these difficult decisions and support those decisions. We all hope that the university can emerge stronger after the cuts are made.

I attended the President's session on Friday afternoon (4/20). While I did not speak in person, I wanted to be sure that the President knows that not all those in attendance were apposed to the proposal.

Reference 17 - 0.04% Coverage

The Department of Modern and Classical Languages has provided me with a valuable education and given me opportunities that also need to be offered to future students. Our world is becoming an increasingly global place. Education in the United States has lagged behind other countries regarding second language acquisition. Only a small minority of people in the US acquire a new language in a scholastic setting. I currently live in Germany and teach at a school; students here speak three languages by the time they graduate. Multilingualism is a part of academic distinction.

The fact that some people have been able to learn languages in a public university setting in Montana provides some hope for our country and community. After reviewing the proposed cuts to the Department of Modern and Classical Languages, it seems that UM is in danger of becoming incapable of educating students beyond the introductory level in foreign languages. The proposals mention an interdisciplinary approach. Quality foreign language instruction is always interdisciplinary, but in order to learn a new language in education institutions students need to take many courses in the target language. Without supporting foreign language learning at the advanced level, UM may not be able to prepare a community of alumni who can compete internationally at their full potential.

Please reconsider the proposed cuts to MCLL.

Reference 18 - 0.04% Coverage

I have been a professor at UM for 27 years. I applaud the President for taking this bold plan of action to trim back programs that are relatively less productive. I urge the President to stand firm, avoid caving to push-back from programs facing cuts and implement the plan in a timely fashion to avert a greater fiscal crisis.

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

Reference 19 - 0.04% Coverage

I am extremely encouraged by the UPC's proposed action plan, and by President Bodnar's leadership, transparency, and the general statement on how he intends to act on this exciting new vision for UM. We are at a cross roads and bold action is essential to our survival. These are hard decisions but this has been a thoughtful and fair process. My careful reading of the plan suggests to me that UM is poised to take the necessary steps to move forward. The unifying theme of consolidation across similar units will reduce administrative burdens, leverage overlapping expertise, and enable us to more effectively use and streamline faculty expertise.

There will undoubtedly be resistance and I appreciate the hardships that this plan will cause. However, the units and areas slated for reduction simply can no longer justify their current resource allocation. In my mind, these strategic steps would be a welcomed transition to a modern and dynamic University structure, even in the absence of a budget crisis. For too long we have suffered from weak leadership, lack of vision, and failed to take the bold steps needed to be a true world leader in education and research.

Thank you President Bodnar. You have my complete and unequivocal support!

Reference 20 - 0.04% Coverage

I was unable to attend yesterday's 4:00 session with the President and UPC. My understanding from the President's website was that I would be able to watch it on MCAT. Today, however, the website says one must sign in with a Facebook account. I don't have a FB account and don't wish to open one. I hope you will ask MCAT to make the session available on one of its online channels, as you did with the provost search sessions. Thank you

Reference 21 - 0.04% Coverage

I am thrilled to see this action being taken. Strategically working towards the bright future UM deserves is key, and I'm thrilled to see the UPC and President Bodnar take action. Great work!

Reference 22 - 0.04% Coverage

The UPC graphs show that the weighted student demand for English is robust. This is a good sign, but what the graph does not reveal is the percentage of UM students who take at least one literature course during their time at the university " a number I would estimate to be well below 30%.

Most proponents of what has traditionally been called a liberal arts education"what, for strategic reasons, we're calling a UM education"would be alarmed by a percentage that's anywhere near this estimate. Could the university's statisticians make a calculation of the actual percentage? This is a number UM leadership should know if it's going to make responsible decisions about the university's literature programs and how the general education curriculum at UM is working.

Through no fault of their own, administrators have not been in a position to realize the actual negative effects that the "No Child Left Behind" policy has had on students' competencies in reading and writing. Even professors on the front line"those who regularly teach at the 100 and 200-levels"have only recently come to understand these negative effects because we have only recently begun teaching

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### **What are your general comments about the President's recommendations?**

students whose entire secondary school careers were guided by NCLB policy. This is a new phenomenon, which is creating a new reality for professors and higher education leaders that I suspect the UPC has not yet considered.

UM leadership would be remiss to make drastic cuts to the English department at this particular time as we stand on the cusp of a new era of literary illiteracy. National studies show (Pew, NEA) that the number of Americans who read for pleasure is declining, and that this decline is most acute among teenagers—the primary demographic among UM's incoming students. Ask any professor of UM's introductory literature course (LIT 110) for feedback on what they have been seeing in their classes over the last few years. The rise in the percentage of students who struggle with basic comprehension of semi-sophisticated texts in English and those who are unable to compose a complete sentence, much less piece together a coherent argument, is shocking.

What are the implications of this new reality for UM's mission to provide its students with an education that prepares them for their entire professional careers, not to mention other aspects of their lives? How important is active, intelligent reading and writing to students' capacities to engage with tomorrow's increasingly complex and uncertain global reality?

Rather than prematurely cutting the faculty who teach literature, UM leaders should be thinking of ways to ensure that a much larger percentage of UM graduates take at least one literature course during their time at the University of Montana. They should review the policies that now allow its students to sidestep any engagement with literature that's mentored by an experienced UM professor. The status quo is critically weakening one of the most important core components of UM's general education curriculum. This is not a student problem; it is a leadership problem, and now—while the university is being restructured—is the time to correct it. Proceeding with the plan to eliminate six FTE from English would be to move in the opposite direction and to exacerbate the problem.

It would also amount to following the lead of the increasing numbers of high school graduates who have never discovered an interest in reading because the secondary school system let them down. UM should be striving to reverse this trend, not capitulating to it. We need leadership on this issue.

One more revealing statistic that's worth attention: in a recent survey measuring college students' "Most Favorite Classes with the Most Time Commitment" (CollegeStats.org), the number one course is "English literature." Once students do find their way into our literature classes, they love it. The irony and potential tragedy of the proposed cuts to English is that this department has tremendous potential for growth.

Reference 23 - 0.04% Coverage

I congratulate both the UPC and the President on this creative, bold, and necessary set of recommendations. While it is of course sad that cuts must be made at UM, it is a reality that we must face. As the President's statement makes clear, the weak and directionless across-the-board cuts of the last several years cannot continue. It is my view that this sort of cutting is an existential threat to UM, perhaps not as an institution (the buildings will not go away) but as an institution of any appreciable quality. This is the time to be strategic, and to be bold. Unfortunately, making these tough decisions also requires a bit of ruthlessness. By taking into account several years of study and recommendations from various committees, the President's recommendations strike the right balance, and outline an exciting future for UM. I support this new vision wholeheartedly.

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I do have a few more specific thoughts:

1. I love the idea of the Montana Core. This could be a really exciting development. I would just add that I think that UM should incentivize Divisions, Colleges, etc. to make these as creative and stimulating as possible. These should be taught by the best faculty, and these faculty should be robustly supported through TAs and other staff and administrative support so that they can focus on teaching. These faculty shouldn't be grading quizzes, they should be collaborating with faculty from other departments that teach in the Core to merge the information provided to students. They should be thinking about ways to reduce the amount of the outdated lecture-lecture-lecture-test-lecture-lecture ... format of courses. We should expect our faculty to be as creative in teaching these classes as we expect our students to be in synthesizing the content. It should be an \*honor\* to teach in the Core, not a burden.

2. The communities of excellence more-or-less fit with what I think UM is good at, but the devil is in the details here. But I wonder: If UM is serious about these six areas, wouldn't it make sense to reorganize the college structure around these themes? That way, excellence that is now dispersed around many colleges could be concentrated into single coherent entities. I know this would be complicated, mess up tenure homes, but who cares? We are already going to shake things up, why not do it in a way that makes sense for the future?

Points 3 (student success) and 4 (sense of place) make sense to me. Not much detail there, but these are both critical and central to who we should be and where we live. We have to take advantage of our location! It's crazy that a university in such a beautiful place, with such a vibrant city around it, has a hard time attracting students!

It's hard for me to comment in detail on the Academic Program Recommendations. They seem reasonable to me, other than a lack of structure consistent with the six communities of excellence I described above, and I know a lot of work has gone into these suggestions. I can't claim any special knowledge, so I support these recommendations 100%.

So, in summary, thanks to everyone who put so much effort into this document. These recommendations have my complete support. This is the first time I have felt excited about the direction of UM in the eight years I have been a faculty member. Let's do this!

#### Reference 24 - 0.04% Coverage

I am wondering if the budget data is correct. The English budget (with Creative Writing) is close to 3 million. Our FTE as of Fall, 2017 is 23.43. Given the guide of 61K per FTE, the math establishes a budget of 1.4 million. I would like to know how the recommendations reached the 3 million figure.

Secondly, I see no factor in the calculations for programs that are not grant-driven but remain "representative of the needs of the state and students" in keeping with 18.500 of the CBA. How do the recommendations factor in programs that are not part of grant-seeking academics? What metric is being used to calculate necessary intellectual pursuits that are not driven by research funding sources?

Thirdly I note that the removal of Global Humanities (3) along with the reductions in MCLL (7.5), and English (6 plus the removal of 2 from Composition) results in three programs in the Humanities!

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

receiving close to 40% of the cuts across the entire university. Did the committee consider this disproportionate impact?

Lastly, what rationale or precedent does the committee provide for the removal of Composition from English?

Reference 25 - 0.04% Coverage

I wanted to commend the President and the UPC for their hard work. There are several things that stand out in the plan, including the Communities of Excellence as a way to focus, streamline, and synergize with UM strengths. Especially important and strong will be the Science and Technology and the Environment and Sustainability communities.

I think increasing student services will be important as a means to increase student retention. Concentrating advising and other student support in a fewer number of larger and more comprehensive service centers makes sense.

I also support the streamlining and simplification steps that will reduce the number of deans and department heads.

Reference 26 - 0.04% Coverage

[I'm offering in writing the comments I made at the UPC listening session on 4/20/2018]:

I am greatly appreciative of the amount of work, energy, and thought that has gone into these proposals. Please accept my comments in the context of that appreciation.

I am regularly called in to consult with organizations from across the country on how to work and achieve results on issues of diversity, equity, inclusion - and the humanities. I regularly tell those organizations that their success hinges on evaluating the results - not just the intentions of their stated actions. I tell them, the only way to be successful is to have integrity between the two.

I am concerned about two areas in the proposal that do not appear from my perspective to have integrity: the impact on the Humanities and on women and people of color.

The cuts are disproportionately impacting Humanities programs. Even when we take into consideration that the CHS is the largest unit on campus, Humanities programs are still being hit harder than other units. Two years ago I had the honor of speaking to the Board of Regents about the Humanities at UM and throughout the MUS system. After the presentation, every single member of the Board of Regents made assurances that the Humanities would remain strong and thriving at UM. This proposal directly undercuts those assurances.

From my perspective, the proposal as it will be actualized will disproportionately affect those departments that have greater numbers of women and people of color. At a university where we struggle mightily to recruit and retain diverse faculty, this is unconscionable. How can we recruit students of color, female students, faculty and administrators of color, and female faculty and administrators if we are reducing their numbers through this plan.

Again, our integrity is at risk.

Alternatives? Look carefully at the actual impact; be honest about them; and then re-evaluate areas for cutting. I note in particular that the School of Business had zero reductions even though they have also seen reductions in their student credit hour ratios (I know because I saw the APASP data - as did we all). In short, to restore integrity in these key areas of the Humanities and Diversity, we need to have those criteria taken as seriously as the other important areas that have been named.

## UM Strategy for Distinction: Feedback

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#### Reference 27 - 0.04% Coverage

I believe that the President's recommendations are a step in the right direction to get UM back on track. I appreciate how hard it is to make the decision to cut back certain academic programs, and I am very glad that the President was willing to make this hard decision.

We all want what's best for our students and the University as a whole, and sometimes that means making tough decisions that not everyone will be happy about. Thank you, President Bodnar, for your hard work.

#### Reference 28 - 0.04% Coverage

I write to express my strong support for the President's recommendations. It would be a terrible mistake to rectify our financial situation by making across-the-board cuts. Rather, it's critical that we identify core programs of excellence and rebuild in a way that supports them. This means making uncomfortable and unfortunate cuts to other units on campus. The two-year process of evaluation and campus discussion that has led us to this point has been extremely inclusive and valuable. At this point, it's important that the President and the rest of the leadership team make the hard decisions that will move us forward. I fully support the decisions they have made.

#### Reference 29 - 0.04% Coverage

While I have some issues about how the cuts seem to hit the humanities disproportionately, we can no longer wait to take action to help this university survive and move forward. For many years we've had budget cut after budget cut and we've reached the point that we need to take the action that we all know is necessary. The university is beyond bankrupt and while we are not a business (and must never be run simply as a business) we must do the fiscally sound and responsible thing and move forward with this process.

Programs that have too many faculty for their current and projected enrollment are not sustainable. As a graduate of a liberal arts college myself I am committed to giving students a well-rounded liberal arts education, but we can't cast a blind eye to the facts. I hate that some of my colleagues will lose their jobs. My wife was an adjunct and lecturer, so I know personally how devastating this can and will be to those impacted. It's not fair to them because they had nothing to do in causing these problems and they are the ones that will pay the price for the incompetence and arrogance of previous administrative regimes. But without this realignment to focus on areas of strength and growth, I fear that things will get significantly worse for the university going forward.

The issues we are in arise in large part because of a lack of vision and a frustrating amount of hubris from Presidents Dennison and Engstrom administrations. For far too long, this university operated on the "Field of Dreams" paradigm - we've built it so they will come. Under Dr. Dennison, there was very little outreach or recruiting to potential students, financial aid was pathetic, and services to students were very poor. The administration acted as though people were always going to come to UM and rather than focus on academics and the student experience. His administration's focus was on non-academic pursuits (i.e. football). When he took over, Dr. Engstrom was handed a university that was rapidly growing as a result of the 2008 financial meltdown, but the foundations were very weak.

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Unfortunately, there was no vision or planning during that time. Anyone with experience in education should have known that when the economy tanks and people are out of work, they head back to school for further training and because it can be a setting lifeline in turbulent times. Once the economy improves, people head back into the workforce. But instead, the university expanded and expanded under the faulty assumption that growth would continue for ever. Of course it couldn't with the small population base in Montana. But because the leadership had no vision and did almost nothing to recruit new students or to provide assistance to current students to improve retention, we were caught flat-footed at that time. MSU had done the opposite - invest in recruitment and retention. So as UM lost students, MSU gained students seemingly 1 to 1. The terrible news about the sexual assault problems on campus seriously hurt our reputation.

With that history, we are at a critical crossroads. We finally have a president with vision and the willingness to face up to our institutional and structural problems. We MUST make the suggested changes NOW. We can't wait if we want to stabilize the situation and start moving out of this long period of decline. I've been here for 13 years and for most of that time we've been lurching from budget crisis to budget crisis. Morale amongst staff and faculty very low and that isn't something that can continue if we want to improve our student's experience and improve retention.

While these proposed cuts and realignments are going to be very unpopular, the University of Montana community must make this unpopular choice. We can't do anything less. If we don't, we will be left with only 1 alternative - draconian across-the-board cuts which will risk the future of this institution.

#### Reference 30 - 0.04% Coverage

The Native American Studies Program should remain a separate and distinct division in the reorganization to respect the fact that UM occupies land stolen from the indigenous peoples of this region. To do otherwise, and especially to shove them into the proposed grab bag of programs with no coherence, perpetuates the imperialist, colonial, racist legacy of our past.

#### Reference 31 - 0.04% Coverage

I applaud President Bodnar for his bold leadership. UM has been withering from lingchi: death by a thousand cuts. This great institution cannot continue on the stifling downward spiral. I believe that the UPC recommendations are the last best chance to reboot our destiny and regain our place of teaching and research excellence. This plan will cause some real suffering, but it holds what is almost certainly the only path forward toward the light. The reorganization is logical and, although the curtailments will produce pain, we are obliged pay the price: we must grasp the future.

#### Reference 32 - 0.04% Coverage

There is something fundamentally flawed about the idea that an institution can reorganize productively and creatively when that process is twinned to a seizure of assets. It doesn't happen in Chapter 11 proceedings, if my very limited understanding is correct. First, the financially distressed company is given time to reorganize in such a way that the structural causes of financial shortfalls can be identified, addressed and corrected. The company stays in business. Assets are seized only if the reorganization fails to correct the shortfalls, going forward.

You and the UPC have come up with a vast reorganization plan in a matter of 12 weeks, tops, and have twinned its implementation to a seizure of assets, those assets being faculty jobs. The only criterion for

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the seizures is current bang-for-the-buck data: number of students per instructor. And while the accuracy and relative weighting of certain components of the data seem open to question, the fact that the ratio derived from it will be the only determinant of faculty and line erasures is not.

Other possible structural causes of our current situation go ignored and are related to these questions, I think: Where is the discussion about best-practices recruitment procedures nationwide? Where are the examples of the ways similar institutions have enhanced their strengths without going broke? Where is the information about the effect of various class sizes on various forms of learning? Where is the mention of possible economies at UM in athletics and the business school? Where are the UM polls recording student expectations coming in and how they evaluate their UM experiences as they leave? And finally, how does a student come to know what she or he really wants to study if there is no one there to teach it?

If UM is to go forward with any integrity and good sense, I think you need to seek a quasi-Chapter 11 protection (one-year in length?) in which the institution's assets are protected while real, intelligent research is done about the causes behind enrollment declines and lack of retention. Reorganization, including any faculty and line erasures, should be based on information obtained and refined during that period of time, a time when recruitment is also stepped up and advising services are solidified. Only then reorganization make long-term sense.

Thank you for your efforts during this difficult time. I recognize the pressures you are under from the creditors. However, you saw the wisdom of "pausing" the search for a major administrative position in order to get it right. So I am hopeful that you will see the wisdom of a one-year pause to get get the university's resuscitation right, and that you will make the case for that pause to the Board of Regents. I am confident the winners would be the entire university community, its reputation, and yours.

Sincerely,

Reference 33 - 0.04% Coverage

I applaud the difficult but necessary strategic changes that have been proposed after a long and careful process. Across the board cuts are simply not an option. Reorganization not only makes sense from the standpoint of efficiency and economies of scale, but it also has intellectual merit. Traditional disciplinary boundaries have blurred, and reorganization presents an opportunity to reimagine how we offer a more integrative curriculum that best serves students' needs in today's world.

Reference 34 - 0.04% Coverage

We have been in a state of budgetary and administrative "paralysis" for years. We have gathered data and perspectives and analyses during a multi-year, open process culminating in the UPC recommendations. Now, at last, we have a new President and Provost willing and able to take those recommendations, listen attentively, and move forward! I have more confidence in our leadership right now than at any time since my arrival at UM in 2015.

Furthermore, this is not the time to blame past actors or undermine the long process that led us to the recommendations. This is the time to listen carefully to very specific critiques from across campus, make necessary adjustments to the plan, wary of unintended consequences, and move forward swiftly and decisively. Reorganizations to achieve faculty and administrative reductions are only part of the solution to restoring UM--thus we cannot afford to get bogged down. I trust the new administration to lead a multi-pronged campaign and I believe UM can fully recover and even surpass its previous reputation for outstanding liberal arts education!

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Reference 35 - 0.04% Coverage

I applaud the UPC, the President, and the incoming Provost for actually making recommendations to cut faculty resources in areas where student numbers do not justify current faculty levels. However, I fear these areas will put up a staunch and coherent argument against the cuts. I urge UM leaderships to demonstrate actual leadership. Merriam-Webster's definition of leadership includes the "act" of leading, and I encourage the leadership team to actual take action. I've heard some faculty saying we are moving too fast. Where the heck were they when the COB got cut, after cut, after cut the last five years. Or where have they been as this institution's financial problems have grown over a multitude of years. This is NOT acting fast. It One frustration I have with the recommendation is that program cuts were few and far between, with the plan relying on a slow right-sizing to occur. Does this really fix the underlying problem? Will we see non-strategic cuts continuing over the next three years until these targets are met?

"Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better." ~ Harry S. Truman

I hope the leadership team is not intimidated into inaction, as this is an opportunity to make real changes that likely won't come again. I appreciate all the positive positioning and promotion of the recommendations, but at the end of the day, you have to do something that amounts to enough to allow us to go forward and invest in the areas of excellence.

Thank you.

Reference 36 - 0.04% Coverage

I have been impressed with our new president, and he has dealt with setbacks or push back with class and integrity. He is doing everything he can to move UM forward fast, which is crucial as we are bankrupt. It is clear we will not survive without cutting the number of faculty lines proposed in the UPC plan. This canNOT be postponed even by a semester. There are many other campuses in this country facing similar challenges (e.g., Carroll College seems bankrupt). The UPC, I think, had done a remarkable job providing a creative and logical path forward for UM. Inaction would be fatal or at least greatly harm UM's future. I therefore wholeheartedly support President Bodner's leadership and decisions.

Seth really appears to be an amazing leader, which is what we need right now. We need to support him. The new provost also appears to be very good. We are fortunate to have them. I hereby voice my full support them and the UPC recommendations.

Reference 37 - 0.04% Coverage

I am writing to express my strong support for the Strategy for Distinction. I know that difficult decisions lie ahead, but this kind of strategic realignment is exactly what we need to move forward as a university. I applaud President Bodnar and the rest of his leadership team in taking on this bold initiative.

<Internals\\FeedbackStrategy2018w2> - § 9 references coded [1.16% Coverage]

Reference 1 - 0.13% Coverage

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

Here are some preliminary comments on the proposed changes in the 'UM Strategy for Distinction.' As a recent chair of the GE committee and participant in proposing and vetting several reforms over the last several years, most of my comments are focused on the "Montana Ways" portion of the proposal, although I've included some more general comments based on my experiences in liberal education, twenty-first century models of education, and broader studies of curriculum and instruction.

Mission:

1. I'm very concerned that the proposed mission makes no clear mention of the Liberal Arts and Sciences. UM has long been regarded as Montana's flagship liberal arts university, but this appears to change our identity into simply another research university. Since MSU has already grown into the state's largest research institution, it's hard to see how this reformulation makes us distinct at all.

There is a growing trend tendency among administrations to turn tail at the word "liberal" and try to dance around this instead of owning the liberal arts tradition and articulating its role in informing responsible citizenship and sustaining democratic institutions. This cowardice in the face of political pressure to pander to conservative leaning legislatures has only led to a weakened understanding of the importance of liberal education in sustaining our democracy. This in turn has undermined our ability to provide our students and citizens with a depth and breadth to understand complex issues and solve problems across diverse disciplines, cultures, sectors, and jurisdictions. In short, I think this is a mistake and I find it demoralizing that the University of Montana would abandon its distinctiveness as Montana's premier liberal arts institution.

2. In addition, the decreased emphasis on international and interdisciplinary emphases seems out of sync with the importance of globalization and global issues to our state and country. It makes little sense to de-emphasize these as we seek to prepare students for the global century.

3. The decreased emphasis on ethics is similarly concerning, particularly in a period when political corruption is plaguing our nation and world; from officials who lie outright, restrict public access to critical scientific knowledge, violate basic human rights, engage in discrimination and gerrymandering, etc, etc, etc. Ethics has never been more important. Moreover, the emphasis on Ethics at UM has long been one of the most distinctive elements of our General Education framework. Losing this makes us more generic and less distinctive.

General Comments on proposed restructuring:

There are many good suggestions in the proposal. I am particularly pleased with the merger of MC and SELL, and moving Exercise Science into Health Sciences, which is logical and overdue. There are also many pros and cons I won't have time to comment on at this time. What follows may seem overly negative, but for better or for worse, critical comments must take precedence when time is short -- so most of these are red flags and concerns. With further vetting and proper analysis my opinions may change, but these are my preliminary comments:

1. The gutting of foreign languages and humanities is appalling and demoralizing to those of us working for a more humane world with democratic institutions of shared governance that require mutual respect across cultural differences. For the last year, we have heard repeatedly that humanities was not under attack, but these recommendations appear to validate these fears and reverse our commitment to humanities and internationalism.

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2. The proposed division of languages between European and Asian cultures seems to neglect entire continents and create new issues similar to those we just took action to eliminate by revamping Group X and Y in the GE program. What about the Americas? Africa? Where are Native Americans in this picture? -- or Latin America? These omissions could be taken to have a negative implication.

\*The issue we encountered in GE was that the division of cultures into "European & American" versus "Indigenous and International" caused confusion by dividing Indigenous off from American -- International students asked, Why aren't Native American Studies listed under American? This led us to revisit and change these groups, uniting cultures into one group (X) and redefining group (Y) to it's original intent of highlighting the Euro/American roots of democratic institutions and challenges of engaged citizenship. I think we need to learn from that experience and consider the message sent by omitting entire cultures. This could be perceived very negatively as devaluing these cultures and nations by implication. To my mind it would make more sense to have one division of Foreign Language and Culture and allow continental options within this.

3. The re-grouping of social sciences doesn't make a lot of sense to me. Why are some lumped in different groups -- anthropology, sociology, psychology, education, and linguistics are closely allied social sciences -- while sociology, economics, political science, history, geography, and environmental studies are also closely allied social sciences. The specific proposals would split these up into separate divisions that seem very arbitrary and more based on ease of administration than alignment of curriculum.

4. Economics is a social science and should remain grouped with them. Many fields use statistics and data analysis but we do not thereby call them sciences. Applied mathematics does not change the field and "Economical Sciences" sounds like thinly veiled pandering to elevate one area of applied statistics and data analysis above others. I agree however that bringing together math and data analysis is reasonable, but would prefer to call this "Mathematics and Quantitative Analysis."

5. "Interdisciplinary studies" is a noble goal but also risky to students as it tends to be treated as the island of misfit toys, much like the "Global Humanities division" and we see how well that is valued by it's complete elimination. Both graduates and transfer students may suffer from confusion over what this means. Similar confusion could undermine the future of majors tossed into this category. Mind you, I agree we need to develop a framework for inter-disciplinary studies -- but I think we need to develop a structure that encourages collaboration and synergy between existing fields rather than places loose ends in an underfunded poorly defined division.

6. Creating a division of environmental science that is distinct from environmental studies also stinks of politics. The deep division between conservation and preservation in our state does not benefit from elevating one side to a "science" while tossing the other in a vaguely defined area with no sciences. The ENST program is rooted in a combination of biological and social sciences and overlaps with these but requires independence from Forestry due to the conflicted nature of the issues and close ties between Forestry and private industry on the one hand -- and ENST and public interest laws on the other.

#### Montana Ways

The four categories strike me as similar to many 21st century skills frameworks, which makes it somewhat more trendy than distinct. The popular "4 Cs" formulation comes to mind: communication, collaboration (living), creative thinking, critical thinking (knowledge). I'm not opposed to this as an

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organizing principle. In fact we used a similar approach in the k-12 system here in town in developing the 21st century framework for MCPS back in 2011. At that time we articulated four dimensions of a student: Knowledge, Skills, Citizenship, and Career Preparation.

Adding the word "Montana" to the four ways makes them more distinct in name, but doesn't appear to change anything of a substantive nature. This seems to be little more than branding strategy to appeal to in-state students. I share the concern noted by the General Education committee as to whether this strategy will appeal to out of state and international students or convey a kind of regionalism or provincialism, which could seem limiting.

The idea of organizing our GE requirements or core curriculum into a four-category framework does have appeal as being simpler and more intuitive than 10-11 categories. However, to maintain a rigorous curriculum, there will need to be subdivisions within these. The current framework overlays fairly well, as shown in the Ge Committee comments, albeit the Ways of Knowing category dwarfs the others. Knowing is traditionally divided into the mathematical, natural and social sciences and I don't think we want to eliminate any of these, as each employs distinct conceptual frameworks and modes of analysis and all three are necessary for understanding complex issues and challenges.

Here's my suggested overlay with some slight modification to the current Gen Ed groups, plus some additional comments below:

#### **MONTANA WAYS/CURRENT GE GROUPS**

COMMUNICATING

CREATING

KNOWING

LIVING

I. Writing

IV: Expressive Arts

II: Mathematics & Quantitative Analysis

VIII: Ethics and Human Values

III. Foreign Language

V: Literary and Artistic Studies (include Literature)

VI/VII: Social Sciences

(including History)

X: Cultural and International Diversity

Freshman Literacy Tutorials (Petsa etc)

Global Leadership Initiative

XI: Natural Sciences

IX: Democracy and Citizenship

(\*Expressive arts

overlaps here)

Entrepreneurship &

Blackstone Launchpad

Study Abroad

1) Transfer-ability: This needs analysis. The UPC has acknowledged they have not considered this aspect the proposal. We currently align fairly well with the MUS Core and already waive Lower Division

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Gen Ed requirements for all transfer students who have completed the General Ed program of any accredited universities.

2) "Montana Ways" seems to invite new issues of overlap -- We see this between expressive/creative arts and communication arts, which are closely related; culture and language are divided across communication and living. And cultural studies tend to overlap with anthropology and social sciences.

3) "Knowing" is an enormous category and needs at least three subdivisions to address three distinct core areas: math/quantitative, social sciences/history, natural sciences. I think we could simplify things somewhat by recognizing that History is a Social Science. I would also like to see

4) Restructuring and downsizing of departments could impact the number of GE courses in some Groups or "Ways" -- The cuts to Foreign Language and Humanities in particular are concerning. This needs closer analysis.

5) How does Montana's "Indian Education for All" statute fit into this formulation?

7) Presumably "creating" is meant to include innovation and entrepreneurship, and some interdisciplinary initiatives -- Some of these programs are currently "floating and not include in Gen Ed. I think we should include business/entrepreneurship, Launchpad, and GLI in this subgroup, which would help bring these un-anchored programs into connected framework and allow additional options for satisfying these requirements.

8) Data & collaboration: During the few years, the GE committee has gone out of its way to conduct a needs analysis, and develop and vet proposals to combine or simplify the current framework. The one area of agreement was eliminating overlap and we took action on this during the last two years by redefining groups X, Y and H, and we are looking into how to bring in Computer Science under Mathematics or Natural Sciences. On the other hand, our proposals to simplify or align to MUS Core all got mixed reviews and a surprising degree of opposition. Many people argued that this undercut our distinctiveness, while others wanted something simpler. We also found that many commenters had little awareness of the actual requirements and recommended changes that had already been implemented. We need to be very cautious in basing new proposals on anecdotal claims or poorly informed conjectures. It's not clear what institutional data, if any, influenced the "ways of" proposal since Gen Ed was not a component of the APASP undertaking and we have struggled as a committee to locate helpful data. The Strategic Planning committee did collect comments last year on a proposal to modify GE, but that plan included few details or logistics and offered no analysis of trade-offs. Moreover, that data has not, to my knowledge, been shared with the GE committee. Only this month has the chair of GE met with UPC participants. Going forward we need to collaborate much more directly and intentionally to achieve a shared analysis based on the best available information.

Reference 2 - 0.13% Coverage

The suggestion that HHP lose one FTE is a terrible idea. Evidence against: We're #1 in demand as compared to all majors, 2nd overall in awards, 5th overall in student credit hours. HHP efficiency ranks us within the top 10 on campus. Grant funding success is among the top on campus. Out of state student recruitment is 2nd in our current college, among the top tier on campus. Our growth enrollment

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trend has increased in recent years. The loss of a faculty line would further burden our disproportionately high workloads and likely impact student success.

Another important consideration is that if given the chance, HHP will hire yet another grant-successful faculty member that brings a research team with them...as has happened with a number of recent hires. Thus, the FTE investment will yield manifold returns that benefit students, the Department, and UM at large.

#### Reference 3 - 0.13% Coverage

First, is just the observation that interdisciplinary work is already very widespread on UM's campus. I think we do this quite well relative to other U's. At the undergrad level, we have a series of interdisciplinary minors, some of which were the first in the nation (CCS), designed to attract students. There seems to be a debate over whether these should be housed in depts w/ tenure-track faculty heads or moved administratively into one place (D Honors College) though that might make students think they need to be honors students to take them. However, these are an existing strength and making them more visible to students would be an improvement. At the grad level, we've had some grants to support interdisc. programs like the Bio-CompSci joint MS/PhD. Also innovative. And in research most of the faculty I know work with those in other depts more than their own. UM hasn't really made efforts to foster this - just introducing new incoming faculty to existing ones would help - but the faculty have done this mainly on their own with no new resources.

Second, through this process and in the media, it seems that faculty and our lines are being held up as the problem at UM. Yet we're winning awards and so are our students. The decline in enrollment was not because of bad teaching, but total lack of recruitment and not addressing a scandal publicly (though substantial work was done addressing it, that's seldom if ever mentioned). At one of these recent campus meeting it was mentioned that half of our students are first generation/low income. I hadn't heard that before but it fits with my students. I don't think as a campus we're addressing or targeting that population. That would probably explain poor retention as typically these students need some extra services with advising, etc. Not to mention the poor online registration, and slew of online forms and software, etc. which we constantly have to help all of our students to navigate to make degree progress. And other institutions have seen declines when a full year of language in addition to a full GenEd load has been implemented.

It seems that much of the discussions in the last 2 months are missing the main things we can do to improve our enrollment and retention issues and thus the overall budget. And we don't have access to budget numbers to really be able to help find where things could be trimmed without hurting students further. The UFA was supposed to be having an outside auditor do that but we haven't had an update in over a year, I think.

Thanks for letting me comment!

#### Reference 4 - 0.13% Coverage

The strategy lacks clarity concerning how the recommendations are supported by the UPC/APASP data “ this must be rectified if the recommendations are to have legitimacy.

Given what has been communicated by Deans and others engaged in the process of evaluating data, formulating options to be considered by the UPC, Interim Provost, and President, the Strategy and recommendations appear to have been formulated in a manner that was not much informed by data or

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rational decision rules. It appears to be a fundamentally flawed process. It is not based on a bona fide planning process which engaged stakeholders in a genuine and intentional manner to determine how the structure and strength of academic programs should be modified, if necessary, to achieve the goals embodied in the Key Strategies.

There is a very apparent disconnect between the Key Strategies and the recommendations for restructuring and reduction of FTEs “ especially as concerns undergraduate majors in MCLL.

The conceptions of the foci, relevance, and meaning of many of the disciplines in the social sciences and humanities are highly misinformed. Deliberative conversation with faculty from these units in the context of intentional planning would have likely produced more logical and intelligent outcomes. Allow time for this to happen.

It appears that some programs are identified for FTE reductions via attrition and/or curtailment even though they (e.g., in MCLL) appear to have stronger demand and cost performance than others (e.g., Accounting) not identified for such. This must be addressed otherwise the recommendations are suspect.

Address how combining the current 3 departments in the College of Business into one and producing one department in the College will produce desired outcomes in program efficiency and impact. Must address efficiency and need for Central and SW Asian Studies programs (major and minor) given low performance.

Give units/programs more time to engage with others to more fully realize and explore affinities and potential synergies that can result from alignment in restructuring.

The baseline (e.g., FY 2017) pertaining to FTE targets/cuts must be explicit.

#### Reference 5 - 0.13% Coverage

I teach operations management which includes lean organizations. Lean is all about getting rid of waste. Waste is defined as any activity that does not add value to customers (students). We must do this; we must systematically examine all of the activities of the University and eliminate those that do not add value for students. Peter Drucker (my PhD is from Claremont) points out that organizations find it easy to add activities but must focus on what to stop doing. That was his advice to Jack Welch, former CEO of GE: focus on what you do well and quit doing what you do not do well. How do we define "doing well" at UM? Enrollment, what students are willing to buy.

So, my advice? Carry on! We need to do this. Those in superfluous area will object but we must become more lean, get rid of waste and position ourselves for the next 20 years.

#### Reference 6 - 0.13% Coverage

Spanish is the other language now in the United States.

The numbers in Spanish here at UM are very good.

I suggest that keeping the Spanish Major intact would bring students to UM.

Create a Spanish Language Department and keep the major.

The numbers are good, it is a very important language and the Spanish sections, which have excellent numbers, bring in a lot of money.

#### Reference 7 - 0.13% Coverage

The faculty cuts proposed will disembowel the humanities curriculum at UM and contradict the spirit of the University's proposed mission statement. The University of Montana has an enrollment crisis, not a

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curriculum crisis. You do not solve an enrollment crisis by eliminating academic programs and slashing faculty lines. Who owns this enrollment crisis? At whose feet does it lie? Is it the fault of faculty or administration? Who is responsible for the collapse in international student enrollment? Faculty or administration? Who is responsible for the university's dismal record of recruitment in Montana high schools? Faculty or administration? Who is responsible for UM's poor record and reputation when it comes to outreach and engagement with prospective students in this state and across the country? Faculty or administration? Your predecessors were fond of declaring that recruitment and retention is the responsibility of all of us. Nonsense. This institution pays people (handsomely) to deal with issues of recruitment and retention. They have failed in the responsibilities before them. They have failed for years and they continue to fail. Do not hold the faculty harmful for the mistakes of others.

I seldom have the opportunity or inclination to quote Edmund Burke. But this passage from Reflections on the Revolution in France seems all too apposite:

“It is with infinite caution that any man ought to venture pulling down an edifice which has answered in any tolerable degree for ages the common purposes of society, or on building it up again without having models and patterns of approved utility before his eyes.”

I would ask that you proceed with caution before you pull down this edifice and, with it, the people who have made it what it is.

#### Reference 8 - 0.13% Coverage

The recommendation that my department, Educational Leadership, be reduced by one professor may be somewhat misinformed. Ours is usually a department of five. In December Dean Roberta Evans stepped down to an endowed chair assigned to our department; thus, on paper, increasing our ranks by one professor. In reality, she will only teach three courses every two years and none during the summer. This is compared to 16 courses taught every two years by each of the other professors - including summers. Your proposed reduction will make it difficult to serve our students as the course rotation cycle will be reduced by 13. As a result, prospective students may gravitate to MSU and Rocky Mountain College where they can complete a master's degree in less time. Moreover, the donor for the endowed chair may not appreciate that their generosity is being used to reduce personnel and course offerings.

I understand it isn't easy to make these decisions and please know that, either way, you have my full support. Thank you for helping UM get back on track.

#### Reference 9 - 0.13% Coverage

The English Department wants to move forward to the Strategy for Distinction but not at the expense of its reputation for national excellence. I propose the following revisions to the Strategy as a way of moving forward with the President's plan:

#### Concessions:

- \* Increase workload to 3/2
- \* Reduction of course releases
- \* 3 FTE reduction over 2 years

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

- \* Reassessment of tableau after 2-3 years

#### Demands:

- \* Assurance to hire one junior faculty behind the following retirements: 1) two creative writers 2) two literature professors, 3) one English Teaching
- \* Retention of spousal accommodations
- \* Retention of Composition within English, with some autonomy established by the dean

#### Initiatives:

- \* Development of poetry/literature graduate degree
- \* Promotion of the eco-literature program

#### Reference 1 - 0.06% Coverage

Bodnar is doing what he has been hired to do, right a sinking ship. These necessary tough decisions have resulted in even lower morale amongst students and faculty. It is important to hear that firing 50 FTE is not the ONLY mechanism attempted to right the budget. What about mention of a capital fundraising campaign, lobbying the legislature, tuition increases, selling of UM owned property, etc....?

#### Reference 2 - 0.06% Coverage

The recommended FTE cuts are not in parallel with the mission statement. The cut will physically, mentally and practically affect the university. Sizing down of FTE is likely to result in disproportional quality and the If the mission statement is to be implemented, I would like to see more about recruitment strategies. Shrinking university is not very attractive...

- remodel a dorm to attract young students (and help parents feel good about sending their kids to UM)
- make websites in multiple languages (recruit foreign born or specialists on campus - accuracy of google translation is limited especially the target language is genetically and typologically different from English) to raise discoverability in foreign country to attract degree-seeking international students (this is also to help parents feel safe about sending their kids abroad)
- more faculty members participate in role model program through We Are Montana i the Classroom
- get connected to public schools to assist with Indian Education for All
- get connected with tribal colleges
- emphasize on liberal arts and humanities and reach out to these students who can do business as a secondary but practical study some business

#### Reference 3 - 0.06% Coverage

An excerpt from the President's email today (May 8, 2018):

"If, after considering officially noticed attrition, curtailment is necessary for particular units to achieve the requisite faculty reductions, retrenchment plans for those units will be developed and submitted to the Review Committee, in accordance with the terms of the CBA. "

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

The problem with this statement is that the press and students see these terms "attrition", "retrenchment", "curtailment" as very negative and draconian. I personally would not want to attend a university that is undergoing any kind of "retrenchment" or "curtailment", these are just horrible terms.

Reference 4 - 0.06% Coverage

This is with regard to the graphics and spreadsheets put online as part of Stage 2 of the recommendations on 8 May 2018. Does the data in these take into account the problems with the data pointed out by various units? Or is this the same data that was the basis of Stage 1?

Reference 5 - 0.06% Coverage

First, extended appreciations for all the work and effort put towards this endeavor.

1. I agree with President Bodnar's initiative and would certainly encourage standing firm with the plan.
2. Teaching this campus how to "win" and be something more than tenured mediocrity will continue to be a challenge. In that respect, looking at the way that Coach Hauck and Coach DeCoiure coach to win with discipline, organization and performance could be a lesson for some on campus
3. It is imperative to view the professional schools with different measuring criteria. One must be fully aware and pay attention to the accrediting bodies 'governing' the schools. While some disagreement may exist and some latitude is given for different methodologies, we are certainly leveraged via accreditation. Should they be held to higher standards then? In some situations, yes, but not at the expense of limiting their resources. I must say, I disagree with an "across the board" cut just because it's the fair way to do it....that's sophomoric and helps no one, not to mention marxist.
4. Performance remains a must. Minimalists serve no one....except the union... Mediocrity and minimalism will cripple recruitment and retaining processes. we need to win and continue to stay on top. Politically incorrect? so be it. success will fuel the fire and push everyone to succeed or continue to succeed.

Thank you for allowing me to comment

Reference 6 - 0.06% Coverage

The President's Plan should confirm and extend the University of Montana's commitment to excellence in global and international education to encompass strong existing campus programs that are vital to our future. In this connection, Provost Edmond aptly concluded her Global Public Health program evaluation in January 2018 with the recommendation that UM \*consider the development of a Global Issues Initiative that includes Global Public Health, International Development Studies, Climate Change Studies, and GII. I suggest that the President's Plan endorse a value-added, high-visibility alliance that links and draws upon the strengths of the above programs along with the Honors College, Peace Corps prep program, environmental justice, transnational-competence education, and select Mansfield Center programs under the compelling umbrella of \*Contemporary Global Challenges.â€

A Contemporary Global Challenges arrangement that mobilizes the strengths of the above programs would:

- 1) Focus and sustain this university's attractive and far-sighted international profile and position UM going forward as an institution that is looking ahead and engaged in preparing students for the daunting global challenges of our time.
- (2) Bring together the strengths of our robust, popular, externally vetted and praised, and low-cost programs that address pressing contemporary global challenges from a multi-disciplinary perspective.

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

- (3) Encourage value-added curricular innovations, cost efficiencies, scholarly synergy, and enhanced interfaces among academic programs that share closely aligned objectives and faculty expertise.
- (4) Provide a coherent, attractive, and promising new recruiting message that appeals to the interests of growing numbers of today's youth both in this country and abroad.
- (5) Provide a coherent, attractive, and promising thematic outreach message that distinguishes UM in the state and regionally.
- (6) Build a firm alliance among established, well-connected, and committed colleagues who have common professional and curricular interests and have collaborated productively in the past.
- (7) Resonate in compelling manner with prospective donors.

#### Reference 7 - 0.06% Coverage

A lot of new data has been made available about the process associated with eliminating faculty lines which I think is a very important thing to have done. That said, the data has been made available Tuesday and the deadline for comments is Friday during finals week, which is more chaotic than normal weeks for most faculty. Please extend the deadline for comments so the faculty have time to process the data. That serves two functions. First, it shows the faculty that you are genuinely interested in feedback from them and are being genuinely transparent about the process associated with eliminating faculty lines. Second, presumably this feedback is essential to making the most informed decisions possible.

Thank you,

-Armond

#### Reference 8 - 0.06% Coverage

Thank you to all involved in making strategic recommendations rather than cuts of convenience. I am hopeful to see data driven decisions. It is hard for each of us to understand the contextual situation in other departments and colleges, but perhaps we as faculty need to understand across colleges to better understand the needs.

#### Reference 9 - 0.06% Coverage

To whom it may concern:

I wanted to ask that more time be given to faculty to process the new material posted on the UPC website. This is finals week, and things are busy. The prioritization process is too important to everybody involved for us to rush through the numbers and data. At least a few days, if not another week, is necessary.

#### Reference 10 - 0.06% Coverage

As a tenured faculty member in the School of Music, active community member, and parent, I am devastated by all that has transpired over the the past couple of years. Simply put, administrative errors have caused me to lose world-class colleagues and to have a much higher teaching load that I simply cannot maintain. Our students are the ones who are suffering even greater costs.

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

The School of Music was ALREADY operating with nothing. As the chair of a recent search committee, I am sad to share that we lost our top candidate because we could not compete. Again, these are colleagues who want so much to be a part of this wonderful community. We are feeling dejected and not appreciated. The recent forums are appreciated, but our voices have not been heard. We should have been brought to the table long ago. Additionally, the cuts to the Theatre and Dance program show a lack of commitment to the arts in general WE are the ones inviting and working with thousands of students each year. WE are the ones going into the communities for outreach. I have never felt more underappreciated or less valued for what I do.

As a parent of artistic students, I regret that no longer feel UM is a viable option for them for their university studies. This brings me great sadness.

#### Reference 11 - 0.06% Coverage

The proposed strategy, at some key points, lacks clarity with regard to how the recommendations, and the data that warrant them, lead to the conclusions drawn. For example, its obvious claim that clear pathways to student learning will remain in place in UM's future, its Vision, let's call it, is not easily foreseeable, particularly since planned reductions have not yet been purposefully charted and the inevitable loss in programs of study and the curricula that support them include no preparation.

#### Reference 12 - 0.06% Coverage

I understand it is necessary to address the structural deficit in a timely fashion. It seems, however, that at present data being used to manage the deficit in terms of curtailment and discontinuance are problematic in a few ways. I am pleased that these data are being refined and presented to us with respect to how they implement reductions in TT/T FTE. Regardless, issues with them remain, fairly detailed and not to be presented in this forum, yet I trust they'll be resolved as time permits, perhaps allowing strategic means of matching reduction with potential growth. I pledge to meet these challenges in open and thoughtful ways so that reductions to be eventually recommended will also preserve student successes as delineated in the UM core with minimal circumscription of a curricula dedicated to public research in the local sphere and beyond our regional boundaries.

#### Reference 13 - 0.06% Coverage

The issue of morale is critical. I worry about attrition of those that hold the greatest potential: outstanding young faculty who may be looking elsewhere (we have outstanding older faculty too, but complacency is more common in older faculty). I wonder whether it is worth a special effort to avoid the \*wrong attritionâ€.

#### Reference 14 - 0.06% Coverage

President Bodnar, Provost Kirgis, and the University Planning Committee,

Thank you for the opportunity to provide feedback. I write here as a faculty member, and as program director for the Resource Conservation B.S., incoming department chair for Society and Conservation, director of the NSF-funded cross-campus UM BRIDGES food-energy-water graduate training program, and a member of the W.A. Franke College of Forestry and Conservation (FCFC) College Council. In addition to teaching in the programs listed above, I also teach courses in two cross-campus,

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

interdisciplinary minors, one of which I used to direct. I provide this information as context for my comments below.

I want to begin by thanking all of you for your work. I realize that you are faced with a gargantuan and challenging task, and that you primarily hear complaints. Thus, I think it's important to start by stating that I think it's critical that we bring our expenses in line with our revenue and I am convinced that we need to reduce FTE to do so. I hope most of the FTE reductions will be achieved through voluntary departures, but I realize UM will likely need to let some people go. This is heartbreaking and I hope we never, ever find ourselves in this situation again. If we manage our budget responsibly in the future, we really should be able to avoid this sort of structural deficit moving forward.

I do not support across the board cuts, but instead favor the approach that you have adopted, investing strategically in areas of current and future growth. I also very much support a data-driven approach and I appreciate that you have embraced the use of data as a key driver for decision-making. That said, I am increasingly concerned about the data for the W.A. Franke College of Forestry and Conservation (FCFC) (I'm not familiar enough with other units to know if this is a problem for other units). The FCFC Deans and College Council have been working with the UM Data Office for more than a year to ensure that the data used in APASP and then by the UPC accurately reflect our activities. Admittedly, we represent a challenge with regard to metrics because our departments are not aligned with our undergraduate or graduate degrees. However, starting last summer, we have provided the information necessary to allocate faculty FTE, SCH, and other metrics by degree program, so that we can be compared to other units across campus. However, despite literally weeks of work by our Dean's Office, the UM data for FCFC continues to be truly abysmal. Please see Associate Dean Mike Patterson's UPC feedback for a detailed accounting of the many problems with the FCFC data. These are not insignificant, minor errors, but rather problems that mean that the data don't represent our programs in a meaningful way. Mike's comments are incredibly important to attend to as we move forward.

I also want to comment on the trade-offs involved in computing metrics by academic program, especially in the context of FCFC. We have an unconventional structure (three departments and five undergraduate degrees, many of which cross departments) because we are committed to synergies, efficiencies, and interdisciplinarity across our programs. While some FCFC courses primarily serve specific majors, most of our courses are designed to serve multiple majors, which enables us to be more efficient and more integrative across our programs. This approach means that many FCFC faculty serve in multiple undergraduate programs (i.e. these faculty teach courses for, advise students in, and help to govern two or more undergraduate programs). While this structure enables us to be efficient, integrative, and highly interdisciplinary, the APASP and UPC process has forced us to allocate faculty FTE, courses, and SCH to programs, which is antithetical to our approach. I worry a great deal that evaluating our undergraduate programs in isolation will incentivize a narrow focus, creating silos that inhibit collaboration and interdisciplinary integration across programs. I would like to see a system that rewards FCFC for our level of integration and efficiency, while still holding us accountable to broader UM standards. This is entirely achievable, but it requires working with us to develop a system that reflects the high level integration and interdisciplinarity across FCFC programs.

I also wish to comment on the administration of interdisciplinary academic minors. I oppose recent proposals to house interdisciplinary minors in the Davidson Honors College. While I appreciate the bridge that DHC can build across colleges, I believe that academic programs need to be directed by faculty who teach and conduct research related to the focus of the minor. We wouldn't dream of

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

housing undergraduate majors or graduate degrees with faculty or staff who do not have expertise relevant to the subject matter. Why would we do so with academic minors?

Finally, I would like to see improved mechanisms for collaboration across colleges. I currently direct the UM BRIDGES program, which brings together faculty and graduate students from three colleges and seven departments (the UM BRIDGES assistant director, for example, is in Geosciences). In my experience, interdisciplinary programs thrive because of faculty enthusiasm for collaboration, which occurs in spite of and not because of the existing institutional structure. I have been part of numerous conversations about new degree programs that could recruit additional students to UM. Some of these conversations have been stymied for years due to incentives to invest resources (including and especially faculty time) in \*home programs rather than cross-campus collaborations. Faculty also worry, understandably, that new, cross-unit degree programs might draw students away from \*home programs. Unfortunately, the APASP and UPC processes have only served to amplify those worries. I want us to find a way to reward units for collaborating in endeavors that attract new students and figure out how to assuage the fears outlined above. I'm not sure how to do so, but I am confident that we can develop mechanisms to encourage collaboration if we work together.

Thank you again for soliciting feedback and for all of your hard work addressing our budget deficit. I appreciate the deliberate, thoughtful approach you are taking and I realize that time constraints make it very difficult to design a perfect process. Please feel free to get in touch with any questions about these comments.

#### Reference 15 - 0.06% Coverage

I just want to let you know that as of today our environmental M.A. program has acceptances from all four of our top picks for next year. Ditto last year, when we had two assistantships. And both years we had a long waitlist for funding.

We also have three nonfunded students coming next year, with the possibility of a fourth. That number has been steadily growing over the last three years.

We'll have a total of ten graduate students next year, the largest M.A. class in my 25 years of teaching at U.M. No question, the university's investment in our environmental track is paying off. I hope we can continue to do good work far into the future.

If I had one wish for the University of Montana at this critical juncture, it would be to retool, recruit, and market in light of our environmental strengths. We have the geographic advantage over thousands of other schools, we already have renowned environmental faculty employed in nearly every department on campus, young people are attuned to environmental news, much of it dreadful and dire, and they're eager to do something constructive. Beyond UM's crisis of the moment, the greater world needs graduates in environmental philosophy, law, journalism, policy, education, and in the sciences. U.M. can supply this demand. We can distinguish ourselves as the premier school to study environment in these and other disciplines. Focus, consolidate, highlight environment. And if Philosophy's M.A. program is any indication, enrollment numbers, the quality of incoming students, and graduation rates will steadily climb.

Thanks for listening.

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

Reference 16 - 0.06% Coverage

My name is \_\_\_\_, and I am a Professor of Spanish in the Department of MCLL.

I am writing because I am concerned about what I read regarding the restructuring of my department.

The draft says that there will only be two possible majors in the new reconfiguration of my department: "European Studies" and "Asian Studies." The omission of Latin America is striking, especially since many people now consider the United States to be part of Latin America given its enormous Hispanic population.

I took a poll of my Spanish Section tenured/tenure-track colleagues--all of whom are from Latin America, and we are all in agreement that we would like to see "Hispanic Studies" added to possible majors in the new configuration of MCLL. I have asked Liz Ametsbichler, Chair of MCLL, to speak to Dean Comer about this proposal.

The Spanish Section does not see how Latin American content much less pedagogy and linguistics "fits" in either "European Studies" or "Asian Studies."

Please allow us to offer a major in "Hispanic Studies," which is inclusive of the literature and culture of Spain, Spanish-America, Spanish--and all its manifestations in the US--as well as pedagogy/linguistics.

I, personally, would like to ask you to please reconsider your decision to eliminate the Spanish major. Although there has been some attrition, the enrollment in Spanish courses is stronger than in any other language. I am currently teaching SPNS 331, 408, and 494 this semester. The enrollment is 8, 19, and 19 respectively.

SPNS 101 and 102 generate a great deal of income for UM. To reduce sections of beginning Spanish is not strategic.

Spanish is not a foreign language: almost 20% of the US population currently speaks Spanish, and this number is growing. I foresee the day (hopefully in my lifetime) when Spanish will be the second national language of the US. And finally, only Mexico has more Spanish speakers than the US; in fact, Spanish is the third most spoken language in the world.

UM graduates would be much better prepared to compete in the job market, particularly in the US, if they were communicatively competent in Spanish. I would like to propose that ALL UM students be encouraged to study Spanish. For students who have completed three semesters of Spanish, I would like for UM to encourage them to pursue Spanish in one of the Spanish Section's excellent semester-long study abroad programs. In fact, a minor in Spanish (18 upper-division hours) could be paired with ANY UM major. A student who has a BS in Biology and a minor in Spanish, for example, is infinitely more attractive to potential employers than someone who simply has a degree in biology.

We appreciate your help and support.

Reference 17 - 0.06% Coverage

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

I am writing on behalf of the Modern and Classical Languages and Literatures Department and have attached our response to your recommendations. We see ourselves closely connected to the mission of this university and its core educational agenda and are deeply concerned by the proposed cuts and programmatic changes for our Department. Especially since we started to discuss changes ourselves in the last few years on sectional and departmental levels. We hope we can have a conversation about these urgent matters and be part of the changes UM is undergoing. This is why we submit our response to you also directly and not just via the feedback page.

Thank you very much for considering what we have outlined in our response!

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Response to UM's Strategy for Distinction and to the recommendations for restructuring from the Department of Modern and Classical Languages and Literatures

#### 1) Concerning cuts in FTE for MCLL: context and response

\* Between 2013-2017, MCLL has lost 6 FTE: in Classics, Spanish, Chinese, and French, not counting 3 more we are losing this academic year in Spanish, French, and Japanese.

\* In the last 2 years MCLL instituted curricular and SCH changes, which included a reduction in the number of credit hours for lower-level language courses (reduced from 5-4 and 5-3 SCH for some languages). Although in many courses the number of students actually increased or only declined minimally, within the UPC and Provost's analysis, however, these curricular changes were interpreted as evidence of declining enrollment and lower demand for these courses. The data did not reflect actual student enrollment numbers.

\* The curricular changes impacted the data, which should be recalculated, normalizing curricular credit changes, since these lower level courses represent a significant portion of our total SCH totals.

\* As Interim Provost Kirgis stated (in our dept. conversation with him on 4/26/18), the administration has an interest to maintain and support a \*robust language and culture program. In order to do so, more FTE cuts will be detrimental to our efforts of restructuring and implementing innovative courses, while we are also continuing the courses that need to be taught for our (current) students who are minoring, majoring, and taking language classes for their general education requirement.

\* There is a misconception that our department only offers language classes. We do much more. Indeed, each language section offers courses in the target language and in translation on respective cultures, civilizations, literatures, and on issues of diversity, media, environment, and important global events.

\* The majority of these (existing) courses at the 100-and 300-level fulfill perspectives for our current general education requirement.

\* We direct faculty-led study abroad programs, and facilitate and support study abroad students who are planning and preparing for study abroad.

\* Students in UM's international exchange programs need a minimum of four semesters of college-level coursework to be able to participate in an independent study abroad.

\* Study abroad should be counted in FTE calculations, which is not done currently.

\* A large number of MCLL courses in various languages were structured as interdisciplinary courses and cross-listed with other units until cross-listing was removed. This has led to a decrease of students taking our classes.

\* Students interested in UM who want to combine their interest in language and culture with another major might then choose to go to MSU, especially if MCLL is further diminished.

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

- \* The majority of our students are double majors in English, Music, Political Science, History, International Business, Journalism, Communication Studies, to name a few.
- \* Students who pursue teaching certification at this campus need an adequate proficiency in their target language.
- \* Discontinuance of several language majors and consolidating into one major with specialization in a language, and a changed core curriculum as part of a restructuring effort for the whole department should not be a reason to add extra FTE cuts. The data suggested MCLL lose 5.5. FTE and 2FTE were then added, according to Interim Provost Kirgis.
- \* UM is Montana's flagship university for foreign language education and a liberal arts education dedicated to include international content. We offer a variety of interdisciplinary courses and events and invite international scholars and speakers to engage our students. We were instrumental in creating the new European Studies Minor, which is inherently interdisciplinary. We heartily welcome the opportunity to work more collaboratively with other units.
- \* We have talked to the Defense Critical Language and Culture Program in the past, but collaboration is difficult. The DCLCP has greater financial resources for instruction; they teach far fewer students per instructor; and students receive instruction in the target language for many more hours each day. Their students are professionals who are paid to study the language; they are also motivated to learn by an eminent work-related need.
- \* Studies by the Modern Language Association (MLA) show that crucial for ensuring a quality foreign language education and retention of students depends on staffing programs with instructors who are tenured or tenure-track faculty members who have institutional support.
- \* Since we are the flagship university in Montana the proposed cuts will diminish our efforts and reduce our student population, decrease retention and enrollment further.
- \* Eliminating 7.5 MCLL faculty in the near future may save UM money in the short run, but could have catastrophic financial and social consequences for UM in the long run.

We, the members of the Department of Modern and Classical Languages and Literatures, therefore, ask you to re-examine your proposal to cut 7.5 FTE from our instructional faculty.

### 2) MCLL response to the restructuring recommendations

We also ask you to re-examine the recommendations for re-organization of our Department, and we ask you to take into consideration the time-line for such a restructuring.

- \* The new mission statement presented by Pres. Bodnar states that \*[w]e shape global citizens and \*expand the frontiers of knowledge to tackle the world's most complex challenges. However, students must first understand the world from a multidimensional perspective gained by studying, immersing, and learning about other languages and cultures as offered in our Department.
- \* Our department's work connects strongly to the Key Strategies For Distinction of the Liberal Arts Education and the different ways of communicating, creating, knowing, and living. Our work also connects to the UM Communities of Excellence in regards to the dynamic fields of communication, environment, business, and public service. Our curriculum speaks to these areas and, further, it includes learning intercultural awareness and competency (\*Ways of Livingâ€œ) in very practical terms (language classes), as well as in more theoretical ways as part of reading, writing, and critical thinking. Our students gain knowledge and appreciation for place, including the global communities we connect our students to (\*People and placeâ€œ).

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

- \* Learning and mastering a foreign language is a very experiential undertaking and challenges students to draw \*on diverse traditions and methods of thinking (\*Ways of knowingâ€™). Linguistic and cultural awareness are integral to our departmental mission (\*Ways of Communicatingâ€™).
- \* Diversity is at the heart of this undertaking.
- \* Our department is deeply rooted in the old and new and evolving concepts of a Liberal Arts education that is core to UM's mission.

MCLL has suggested innovative ideas in the opportunities section of APASP last fall (2017) that we want to expand on and recommend for future changes.

We recommend a new name for our division or department: World Languages and Cultures.

- \* We would offer one major in WLC with concentrations/specialization in the respective languages, as well as minors in the languages (\*BA in WLC with specialization in Spanishâ€™, for example).
- \* Interdisciplinary minors that already exist should be continued: Latin American Studies, European Studies, Russian Studies. They are highly cost-effective.

We would offer the following core courses as part of this restructuring that all our majors would take:

- \* FALL (a Freshman Seminar type of class): 100 level: 1 core course as first year gateway = Gateways to the World/Introduction to World Languages and Cultures; 1-3 credit class (potentially team taught). This would entail approaches to language learning, address professional training and success, gaining (inter)cultural knowledge, exploring career options, introducing research tools; all important skills for a successful UG education as well as for work and life beyond college.
- \* One 3rd year thematic or topical class team-taught by 2-3 faculty from different language areas. This core course would be a common thematically-driven course to be taken by all WLC students regardless of language or area focus. This course would pursue key issues across different national contexts. Potential examples include:
  - o Global Perspectives on the Environment and Sustainability
  - o Migration and Borders (studying the experiences of transnational and diasporic communities in e.g. France, Germany, Latin America, and the US)
  - o State Violence and Acts of Resistance (exploring state treatment of dissident groups in e.g. Russia, China, Imperial Japan, and prewar Germany)
  - o Language and Translation (learning about translation studies, translation projects by major writers, and translating texts from different genres as practice)
  - o Language, Linguistics, and Communication (studying language learning from a communicative and linguistic approach)
- \* One 4th year level core course would be a capstone class with a practicum or service component, and a research-related special topic.

In general, we will incorporate in this restructuring project the following:

- \* Hybrid classes with an online component and long distance classes.
- \* Online Culture courses are already becoming available (GRMN 106 and Russian 105, for example) and we hope to expand in this direction.
- \* Offer online courses on various aspects of foreign cultures and adopt e-tools, such as ePortfolio, which can \*enhance, \*document, and \*showcase student's learning.
- \* Study abroad will remain; some languages are re-examining and revamping their programs to fit the needs of the students.

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

- \* Connected to the new foundational courses as outlined above, students would then pursue language training and culture courses appropriate to their chosen specialization. This new structure promises to enhance student performance in a number of ways:
- a) The creation of a sense of cohort and identity for WLC students (and better retention), as distinct from the currently disparate MCLL language majors;
  - b) The development of global competency, allowing students to think about key issues of 21st-century global modernity across multiple national contexts;
  - c) A broader theoretical grounding for students while they are pursuing their specialization.

By bringing together faculty with common thematic and research interests, the proposed WLC core courses also enhance faculty collaboration and efficiency across the department, foster student retention, while continuing to offer existing outstanding opportunities in the target languages and about the regions we teach. In order to thrive, Montana needs opportunities for our young people to become global citizens and thinkers, and to develop strong 21st century skills that are transferable as new technologies rapidly change our world.

#### Reference 18 - 0.06% Coverage

We write as chairs and directors of the College of Humanities and Sciences “the Heart and Soul of the University of Montana. We and the faculty we represent are proud to be at Montana’s flagship university in the liberal arts. Our recommendations that follow arise from deep commitment to, unwavering respect for, and long-term work with students at UM. Even as we offer some constructive feedback, we do so with appreciation for the difficult decisions that you as administrators at UM have been forced to consider. Like you, we are committed to data-informed and innovative solutions that can bring us all to a more positive future and trust that our recommendations will be received in that spirit of mutual collaboration. As members of the college that delivers the majority of undergraduate degrees and general education classes, we are intimately familiar with the hard work, dedication, and creativity that defines our student body. We also have heard repeatedly that the current process is doing many of them harm by creating an environment of uncertainty and reducing the number of programs that originally attracted them to UM.

We believe that the current process of faculty reduction and departmental reorganization outlined in the Strategy for Distinction would be markedly improved by addressing the following four principles: data integrity and transparency, local control, appropriate distribution of cuts, and student impact.

In order to build toward the new vision that President Bodnar has presented, these four initial benchmarks need to be fully realized:

**Data integrity and transparency:** We request that data underlying organizational decisions be made completely and transparently available. At present, we have concerns that the data are inconsistent across years and present an inaccurate picture of the history and current state of the university. There are too many examples to discuss in this letter, so we call for an open forum to discuss the data. In addition, we request transparency in the guidelines used to translate these metrics into FTE reductions.

**Local control:** Deans and department chairs are best equipped to manage complexities in modifying curriculum delivery in a way that meets student needs, maintains academic standards, and makes organizational adjustments in light of proposed faculty reductions.

## UM Strategy for Distinction: Feedback

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Appropriate distribution of cuts: We are excited about continuing to be innovative, resourceful, and increasingly efficient, and expect that our colleagues across the university will join us in this collaborative endeavor. Given the lack of data visibility, we are unclear on and particularly concerned about the equity of the burden of cuts spread across UM colleges. Though data are hard to come by, we are under the impression that H&S has absorbed a disproportionate share of both faculty lines lost over the past 5 years, and lines targeted for loss in the coming years. Considering that we deliver the majority of undergraduate degrees and general education classes, we request that this concern be considered and addressed as part of the planning process.

Student impact: Discussions about reorganization of programs and departments need to start with what the proposed changes will mean for our current and future students. Assuring them that they will be able to complete their degrees does not go far enough. We believe that with proper consideration the university can make changes that will maintain high levels of support for our students and make our curriculum stronger in the process. We and the faculty we represent are positioned to contribute to the kind of innovative programs, initiatives, and approaches that our incoming provost Jon Harbor has indicated that he will be introducing upon his arrival later this summer.

We remain invested in and prepared to craft a stronger future for UM. We ask to be a part of that project with stronger data, more local control, increased attention to distribution of cuts, and a greater responsiveness to student experiences.

Reference 19 - 0.06% Coverage

Response to President Bodnar's Proposed Strategy for Distinction  
German Section, Department of Modern and Classical Languages and Literatures

The pursuits of the UM German Program reflect common Key Strategies for Distinction of a UM Liberal Arts Education highlighted in President Bodnar's recommendations. This includes a commitment to understanding and examining ways of communicating, creating, knowing, and living "core components of the President's initiative. Our teaching aptly aligns with the proposed UM Communities of Excellence. Our language and culture courses provide linguistic, global, and intercultural competency (\*Ways of Livingâ€). Our coursework and instruction articulate a humanities curriculum of analysis and inquiry. Our students furthermore gain knowledge of and appreciation for place, importantly including the global communities we connect our students to (\*People and Placeâ€).

Central to the Mission of the UM German Program: Diversity Awareness

\* Learning and mastering a foreign language is an experiential undertaking that challenges students to draw \*on diverse traditions and methods of thinking (\*Ways of Knowingâ€). Linguistic and cultural awareness are integral to our mission (\*Ways of Communicatingâ€). And diversity is at the heart of this process, reflected in program focal points including minority cultures in Germany, women's studies in German, and environmentalism in Central Europe, which highlights ideas of diversity in both natural and cultural environments.

German and World Languages and Cultures

\* The German Section supports the restructuring and renaming of MCLL into World Languages and Cultures with one WLC major and individual concentration fields.

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\* This restructuring reflects an evolving model for academic programs in language, and cultural, area, and literary studies that foster greater interdisciplinary collaboration and efficiency within a comprehensive Liberal Arts education.

#### German as a Program of Distinction and Avenue for Opportunity and Success

\* Faculty in German provide integral academic and professional links for students between the UM campus, the state, the country, and the world. We are active members of professional national and international organizations such as the American Association of Teachers of German, (AATG National German Chapter Testing Chair for Montana), Literature and Film Association (President), Coalition of Women in German (former Yearbook co-editor), German Studies Association (board member), to name a few. In the past four years the German Section has received two German Embassy grants to organize specific theme-oriented cultural and public exhibits, discussions, films, and panels in cross-disciplinary collaboration with campus, city, and national representation and collaboration.

\* The German Section's 3 FTE provide all levels of instruction in language, culture, literature, and film, and each year rotate the supervision of a Fulbright-sponsored TA from Austria. The current proposal of removing 7.5 FTE from the MCLL teaching staff would severely undermine MCLL's "and German's "ability to deliver a quality humanities curriculum.

\* First-year language classes fulfill the foreign language requirement at the University and second-year classes fulfill language requirements for other UM programs.

\* A rich spectrum of German- and European-related courses, along with a variety of (formerly cross-listed) interdisciplinary offerings at the 300-level in translation are offered in our program. German faculty also teach Freshman Seminars.

\* Eight GRMN courses fulfill Gen Ed requirements in different perspectives and two fulfill the upper-division writing requirement for all students. The removal of cross-listing led to declined enrollment in many programs across campus, including ours. German along with other concentrations in World Languages and Cultures can reverse this trend through more interdisciplinary offerings such as our successful 300-level courses.

\* We are also transforming the delivery of courses. A 100-level online Intro to German Culture and Civilization Course (GRMN 106H) has been developed to enhance efficiency and availability for students on and off campus. And we plan to further expand online courses and implement hybrid courses.

\* In AY 2017, Elementary German courses were reduced from 5 to 4 credits responding to student scheduling. These fewer credits per course resulted in reduced SCHs, which did not reflect actual enrollment numbers. This adversely impacted how enrollment data was interpreted. In two courses this spring and the coming fall (GRMN 106H and GRMN 340L), enrollments have more than doubled from their previous offering.

\* German successfully collaborates with the College of Education to best prepare K-12 teachers for foreign language teaching certification. The Montana Association of Language Teachers is currently voicing concern over the effect of teaching staff cuts in MCLL, including German, in providing adequate language teaching power in the state.

\* A loss of a German FTE in 2012 led to the discontinuation in 2014 of our successful 35 year-old semester-long study abroad program to Vienna, Austria. We are currently revising study abroad plans to fit a summer model. Study abroad opportunities are vital to student linguistic proficiency (via immersion in the target language) and for intercultural and global competency beyond the classroom.

\* Learning German improves students' understanding and use of English as another Germanic language and develops essential skill sets for social, cultural, and knowledge-based workforce needs of the 21st century. Germany is an international political and economic powerhouse and learning German

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history, culture, and language enriches student experience and enhances career opportunities. German ranks highest among European languages in raising earning power for college graduates (The Economist, 3/11/2014).

\* Our graduates receive prestigious, career-building scholarships to study or to teach abroad: on average two Fulbright TA positions are awarded each academic year to Germany and Austria. They also receive awards via the German Academic Exchange Service, and the Congress-Bundestag fellowships, as well as internship possibilities with the German Information Center in NYC. In addition to success in top-ranked German graduate programs leading to academic careers, our students find fulfilling paths in such fields as medicine, law, political science, history, journalism, information science, public service, music, and education leadership, testifying to the academic and professional value of German as an individual and complementary field of study.

The revised mission statement that President Bodnar has presented states that UM \*shapes global citizens and \*expands the frontiers of knowledge to tackle the world's most complex challenges. This is precisely what the German program does. We welcome the opportunity to share more of our story, our ongoing success, and our future vision of German as a vital part of UM's identity and mission with President Bodnar, incoming Provost Harbor, and all stakeholders in the University and in higher education in Montana as we work together to uphold distinction and excellence at UM.

Reference 20 - 0.06% Coverage

I hope you get a chance this weekend to enjoy the graduation celebrations.

We have not met, but I feel compelled to write with input for your draft recommendations:

As a young (hired 2012) research active faculty member (\$1,372,625 in external funding since 2014) who has experienced an increase in teaching load due to recent cuts, I am deeply concerned that the current draft recommendations do not consider the research mission of this university. The provided analyses and cuts are proposed based entirely on SCH and FTE.

The proposed cuts to chemistry and other research active departments have and will continue to have a deleterious effect on research productivity (and indirectly teaching). I strongly urge you to consider the research endeavors of departments when making recommendations. A significant portion of my job expectation is related to research (approximately 50%). If teaching loads continue to increase the nature of the job will change and research active faculty will seek employment at other locations. The University of Montana is a special place to work. Please don't penalize departments that contribute to the research mission of the university.

Thank you for all the energy and excitement you bring to the university.

Reference 21 - 0.06% Coverage

We are writing to you to express and convey some thoughts in favor of continuing a substantial and meaningful Liberal Arts program at the University of Montana.

Most of the justifications for supporting a Liberal Arts program are focused on the following:

\*A Liberal Arts program has an objective of creating broad-minded, life-long learning citizens.

While those are admirable objectives, they are hard to track and therefore hard to justify.

Inevitably, if Language graduation rates and course participation are down, then those programs must be pared to a level that's budget-sustainable. However, the risk is that the entire program

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

will spiral down; first, the students, then the teachers, then the program.

\*A Liberal Arts background fosters critical and creative thinking. Perhaps true, but specialty areas have taken up that role, as well, and applied it to their specific discipline. Nevertheless, a Liberal Arts program would do it better.

\*A Liberal Arts program must be subsidized (supported) by the University. That's a dangerous myth because it relieves the Liberal Arts community from advocating their value. If the English and Language departments are going to weather this budgetary storm, then they must adjust their thinking on how to \*sell the need for English and Language as a foundation to and for life. They must collect stories and promote their successes, such as the many students who earn Fulbright or Boren Fellowships and study or work abroad.

\*Liberal Arts is one of the key differentiators between the University of Montana and Montana State University. No other area promotes diversity in culture, civility in argument, creativity in expression, collaboration in development and cogency on ethical issues like Liberal Arts does. And, English and Language are the hallmarks of that role in higher education. The University of Montana will lose, then, a distinguishing component of its identity, if Liberal Arts programs are minimized.

In that regard, the following stories, while anecdotal, are both historical and current, both from within and outside of UM.

Dr. Horst Jarka, a brilliant German professor at UM during the mid-sixties. He was a perfectionist in definition of terms. He once related an intense discussion with his son about the usage of a teenage slang

word. This scene was a metaphor for communicating clearly and it harks back to a Biblical proverb \*in the

beginning it was the word. Not a number, not a statistic, not a database nor a study. Just a word. That's a

strategic role of Liberal Arts to bring meaning to human communication down to its finite element.

Dr. Linda Woodbridge, UM Molli instructor and Weiss Chair in the Humanities and Professor of English (emerita), Pennsylvania State University writes:

\*Soâ€“the kind of things an English Department (or Communications Departmentâ€“and also other Humanities Departments) can teach you about writing: how to tell when a statement is ironic rather than literal or whether a writer is joking or serious; how to assess the tone of a piece of writing from its level of diction; how to judge the reliability of evidence offered in the course of an argumentâ€“very important in this day of \*fake newsâ€“; how to judge the respectability of source material (before you quote an article or a website, how to know whether it is the sort of thing that can be relied on); how to make a persuasive argument yourself; how to judge the persuasiveness of other people's arguments; how to get more enjoyment out of your fiction reading by noticing parallels or contrasts between various characters, or interwoven patterns of imagery, or ominous foreshadowing; how to get more enjoyment out of poetry (or song lyrics) by listening for alliteration, or rhythmic effects, or strongly stressed words. I could go on and on! But I hope it's clear that in this day when it's so desperately important to be an intelligent citizen, a humanities education (not \*training, but education) helps us to be intelligent citizens; and during the one lifetime we are given, such an education also enhances our pleasure in living.â€“

Dr. Doug Emlen of the UM Biology department gave a presentation in the Community Lecture series about the value of using the scientific method. He was particularly emphatic about eliminating human bias through double-blind studies. Yet, at the end, he agreed that results without proper presentation, i.e.

human communication, was vacuous and ultimately fruitless. That's a strategic role of Liberal Arts: better,

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deeper communication.

Denver Holt, Founder and President of the Owl Research Institute (ORI) and Dr. Creagh Breuner, Asst. Dean of UM Biology were discussing a potential collaborative relationship between ORI and UM. Both are

highly experienced researchers, and both expressed deep disappointment in the writing skills of graduate

students. That's a strategic role for Liberal Arts: refinement of communication skills.

Robert Person, 1968 UM graduate in Botany and a minor in German. Retired from the Montana Legislature as Head of Legislative Research. He laments the times that he hired employees with degrees, even multiple degrees, who on-the-job couldn't write. They had little appreciation for transitions, segues,

definition of terms, sentence structure and proper use of pronouns. He finally developed a test that could

identify those candidates that could fully communicate. That's a strategic role of Liberal Arts: better, deeper communication.

Lana, and I were in the audience of the panel discussion on April 12th to discuss the Powerful Potential of

a \*Useless Liberal Arts Education. We later discussed between us how difficult it is to pinpoint the end of

the \*value chain from education to application. And, while difficult, the task of making that connection is

essential to persuading the political powers and the general public of the fundamental utility of a Liberal Arts Education. On that point, this last weekend we had that utility confirmed. Lana and I are devoted birders and we go on lots of birding field trips. We were birding with a guide by the name of Kenneth Blankenship in an area south of Tucson, AZ. I was really impressed with his auditory skill at identifying bird

sounds and calls. So, I asked him how he developed that skill. He replied that he had been a French major

in college (not UM but could have been) and taught French and Spanish in the Public School systems in Georgia for 14 years. He referred to bird sounds and calls as just-another-language and that he spoke four

languages: English, French, Spanish and bird! More profoundly he could sense that the same part of his brain was activated when listening for birds as when he spoke a language. As a result, he has become a renown bird-guide and consultant in Arizona and Georgia with over 50 publications to his credit.

What a story of where a foundation of languages can lead a person! What a lesson seeing the value chain

starting with an education in languages! That's a role for Liberal Arts: better, deeper communications.

We respectfully recommend that the severe reduction-in-positions in the English and Language departments be revisited.

Best regards,

Reference 22 - 0.06% Coverage

Global Engagement Office is respectfully submitting this letter as a response to the recommendations proposed in the University of Montana Strategy for Distinction.

We are concerned about the plan to consolidate the languages and area studies into two majors: Asian Studies and European studies. This consolidation is misinformed as it ignores two entire

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continents of the geographic areas where Spanish, French, and Arabic are spoken (Africa and Central and South America).

In addition to being culturally misinformed, the repercussions of the 7.5 FTE reduction in Modern and Classical Languages and Literatures (MCLL) will directly and severely affect UM's Education Abroad programs. One hundred thirty three ( 133) of our international student exchange programs require four semesters of college-level coursework in Chinese, French, German, Japanese, or Spanish -please view the included list below. With so few faculty at MCLL, UM students will have difficulty fulfilling the necessary language courses required to participate in many international exchange programs, resulting in a reduction of students' exposure to the global community.

Consequently, fewer outgoing UM exchange students will impact the number of incoming exchange students to University of Montana as we will no longer be able to maintain the balances required in our reciprocal agreements. In fact, the number of incoming exchange students has remained consistent despite the decline in overall international student enrollment. This is counterproductive of UM's internationalization efforts and a commitment to creating a diverse campus.

Finally, the MCLL consolidation and FTE reduction plan will affect Education Abroad's ability to assist in UM's overall student recruitment and retention efforts. Despite declining enrollment, UM's Education Abroad participation numbers have heavily increased during the last 5 years ( FYI 7 :4 7 6). Key findings in national surveys indicate that Education Abroad plays a significant role in students' decision-making about college. By limiting options and access to diverse cultures and regions of the world, it will be a disservice to current and prospective students.

In conclusion, the Global Engagement Office supports the inclusive degree title proposed by MCLL of World Languages and Cultures as it appropriately represents all diverse and vibrant languages and cultures of the world. We also strongly encourage a reconsideration of the reduction of 7.5 FTE in MCLL.

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(Followed by chart laying out the required languages for Abroad Programs Offered)

Continent - Country - (#of exchange programs) - Language required

Africa - Morocco -	2 - Arabic(1yr)
Africa - Reunion Island (France) -	1 - French
Africa - Senegal -	1 - French
Asia - China -	3 - Mandarin
Asia - Hong Kong -	2 - Mandarin
Asia - Japan -	13 - Japanese
Asia - Taiwan -	2 - Mandarin
Central Am. - Costa Rica -	4 - Spanish
Central Am. - Ecuador -	2 - Spanish
Central Am - Mexico -	8 - Spanish
Europe - Austria -	2 - German
Europe - France -	32 - French
Europe - Germany -	8 - German
Europe - Spain -	17 - Spanish
Europe - Switzerland -	5 - French/German
North Am. - Canada -	2 - French
North Am. - Puerto Rico -	1 - Spanish
South Am - Argentina -	10 - Spanish
South Am - Bolivia -	3 - Spanish

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South Am - Chile - 13 - Spanish  
South Am - Colombia - 1 - Spanish  
South Am - Uruguay - 1 - Spanish  
(133 Total)

Reference 23 - 0.06% Coverage

Communication Studies Department's Response to President Bodnar's

\*Strategy for Distinction Plan

We appreciate President Bodnar's and UM administration's willingness to engage in dialogue with faculty and their openness to feedback on the proposed \*Strategy for Distinction. As a department, we support President Bodnar's vision for UM's future which includes Ways of Communicating as one of the \*Montana Ways and Artistic Expression and Communication as one of our \*Communities of Excellence. We believe we can make significant contributions to enacting this vision. In the spirit of revising the \*Strategies of Distinction plan for the fall to best meet the strategic interests of UM students, we offer the following response to the proposed 1.0 FTE reduction to our T/TT faculty and potential alignments with Rhetoric/Composition and Journalism.

The UPC Data supports Communication Studies keeping the 1.0 T/TT line proposed for reduction.

1) Our FTE is already below both UM's 2013 benchmark and the Delaware standard.

o According to the \*Stage 2 UPC data analysis our \*proposed FTE # is 10.46 while our FTE calculated by 2013 FTE/SCH Ratio is 12.09 and the Delaware Benchmark is 12.51.

2) Our FTE loss from FY13 to FY17 (-34.5%) already exceeds our loss of SCH during this same time period (29.3%).

o Our SCH loss between FY 2013 and FY 2017 is almost entirely explained by lower enrollments in our main general education course (Public Speaking). This loss in SCH has already been accompanied by a commensurate reduction in instructional SCH through the loss of graduate TA lines and online adjunct support.

o The loss in departmental SCH is also attributed to our inability to fund/offer popular online courses taught by adjuncts for our majors. We have one of the highest enrollments in online courses across campus; it is a strategic error for UM to continue to erode these opportunities.

3) The proposed FTE reduction is not justified by trends in our major and past FTE reductions.

o Despite significant decline in enrollments at UM, Communication Studies has maintained our number of majors (UPC Data: FY 2013 = 217 majors; FY 2017 = 220 majors).

o The proposed reduction of a T/TT faculty line will actually reduce our FTE 2.0 when we take into account the loss of our full-time lecturer position starting FY19.

o Communication Studies already has one of the lowest ratios on the entire campus for instructional T/TT FTE per all instruction FTE (47% - 5 year average).

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(Table #1: Instructional Tenure/Tenure-Track FTE per All Instructional Instructor FTE) - Highlighting Communication Studies at 47%

## UM Strategy for Distinction: Feedback

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4) The proposed FTE reduction is inconsistent with our efficiency relative to other departments we compete with for majors.

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(Table #2: Percent FTE changes to major changes 2013 to 2017) - Highlighting Communication Studies- Percent change in Instr. FTE ( -34.5) Percent change in Majors (+1.6) Proposed FTE reduction (1)

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5) Other UPC data strongly support keeping our T/TT line:

- o Graduated the third most majors on campus in FY 2017 (behind HHP & PSYX; top quintile for both 5-year average and 5-year trend).

- o Maintain one of the highest T/TT faculty to major ratios on campus = 28:1 (See Table 3 below)

- o Our 5 year average on Direct Instructional Expenditures per FTE is not only 11% below the Delaware standards, but also very low compared to other departments on campus (\$4,263). Like other social science departments on campus, we are a relative bargain in terms of educational costs per student.

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(Table #3: Communication Studies is among the leaders on campus in ratio of T/TT Faculty FTE to Majors (Using UPC Data for FY 2017) - Highlighting Comm Studies #of Majors (220) # of T/TT FTE (8) Ration of majors to T/TT FTE (28:1)

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6) Overall, the UPC data indicate strong performance from the Department of Communication Studies and the previous APASP process placed Communication Studies in the \*Priority for Growth and Development category.

- o While we understand that reducing our T/TT faculty by 1.0 FTE is convenient because of an upcoming retirement, the data don't support this reduction as \*strategic.

- o With previous and upcoming FTE reductions in our department, the proposed 1.0 T/TT FTE reduction for Communication Studies may negatively impact our ability to offer key upper division classes, online courses, and to adequately advise our majors.

Communication Studies represents an opportunity for growing UM enrollment.

1) We attract a high number of out-of-state students (31% of our majors are from out-ofstate).

- o Students from out-of-state are likely to be exposed to Communication Studies as a possible degree more so than in-state students.

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(Table #4: Percentage of undergraduates that come from out-of-state) highlighting Comm Studies (31.37)

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2) We remain a leader in online course offerings (our minor is available online) and could grow these offerings with support.

3) Communication departments are growing and significant players on campuses at major public universities.

- o Across the country nearly 25% of all humanities bachelor's degrees were awarded in Communication in 2017.

- o Communication Studies undergraduate and graduate programs across the country are growing both as a proportion of and in the total numbers of BAs, MAs, and PhDs granted (American Academy of Arts & Sciences Humanities

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Indicator, 2014).

o Growing number of \*schools of communication at major public universities.

4) Communication Studies at UM is clearly the flagship program in the state teaching the broad discipline. (MSU does not have a Communication Studies program for now).

o MSU offers only one COMX course "Public Speaking

o MSUB offers only Mass and Organizational Communication (w/ online MS in Public Relations)

o Montana Tech offers only Professional and Technical Communication

5) Need faculty replacements to meet strong student demand in growing areas like strategic communication and health communication.

o Health Communication initiative fits into the Health and Human Development community of excellence on campus.

o Strategic communication expansion needed to meet demand in areas like public relations and risk & crisis communication.

5

Communication Studies is open to continuing conversations about strategic alignments with Rhetoric/Composition and Journalism.

Thoughts on Collaboration/Integration with Composition

\*See opportunities to better integrate the written and oral communication general education programs on campus.

\*Better collaboration with the Writing and Public Speaking Center on campus.

\*Questions remain:

o Associate director is a non-guaranteed lecturer-line (potential new burden for the department?)

o Where would SCH for WRIT courses count?

Â§ Current accounting of FTE/SCH disadvantages departments with large #s of TAs.

Thoughts on Collaboration/Integration with Journalism

\*Started discussion with Journalism

o Overlap in the area of Public Relations

o Distinct differences (professional training vs. academic research)

\*Questions remain as we move forward with discussions

o Need administrative guidance on the parameters for discussion (i.e., School of Journalism vs. Humanities and Sciences?).

Other issues/questions:

\*How to address inefficiencies in overlap with courses at Missoula College?

o Growing competition for SCH. For instance, enrollment in our large-lecture COMX 115 has significantly declined as Missoula College offers more sections of COMX 115 (e.g. 8 sections w/ 200 seats planned for 2018/2019).

Reference 24 - 0.06% Coverage

Attached find a link to a video in which students from The University of Montana speak to the value of the English degree. I think that you will be proud of their ability to articulate their attachment to The University of Montana and their understanding of value of their education.

In the meanwhile, I have heard that the premier organization of our field, the Modern Languages Association, will be writing a letter to congratulate the institution on the fine work done here on campus

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

in the English Department and in the Department of Modern and Classical Languages. As a twice-elected delegate from the Rocky Mountain Region to the yearly assembly, I am very pleased that the largest international organization of scholars in these two fields has chosen to recognize us in this way.

Thank you for your time,

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Attached find a link to a video in which students from The University of Montana speak to the value of the English degree. I think that you will be proud of their ability to articulate their attachment to The University of Montana and their understanding of value of their education.

In the meanwhile, I have heard that the premier organization of our field, the Modern Languages Association, will be writing a letter to congratulate the institution on the fine work done here on campus in the English Department and in the Department of Modern and Classical Languages. As a twice-elected delegate from the Rocky Mountain Region to the yearly assembly, I am very pleased that the largest international organization of scholars in these two fields has chosen to recognize us in this way.

Thank you for your time,

### Reference 25 - 0.06% Coverage

I am writing to you in my capacity as President of the German Studies Association (GSA). With approximately 2300 members, the GSA is the largest umbrella organization for German Studies broadly defined as including language and literature, history, political science, art, music, and culture. My colleagues and I are extremely distressed about the implications of the newly-launched "Strategy for Distinction" at the University of Montana. While we certainly applaud the commitment to diversity defined in the Strategy "as the ability to respect, welcome, encourage, and celebrate the differences among us" and support without reservation the idea of maintaining a "broad arts and sciences foundation," it is difficult to see how these goals will be furthered by the measures laid out in the Strategy document. The "Refreshed Mission Statement" stresses that a liberal arts education is the "Innovative University of Montana Core," but the program described herein does little to support this contention: indeed, if implemented, it would destroy much of what makes a liberal education "liberal" and also make it very difficult to prepare students to deal with the "complex and dynamic" world they will encounter after graduation. I seriously doubt that Drew Faust would have appreciated her words being used to justify the undermining of a liberal arts education in this manner. Moreover, most major universities today, including the University of Montana, have embraced the goal of fostering interdisciplinarity without quite realizing that effective and productive interdisciplinarity is only achieved in the presence of strong disciplines, embedded in strong departments. All too often, as here, interdisciplinarity seems a code word for downsizing departments and devaluing many academic fields.

While every university, and every university president, must, of course, attend to financial matters and preserve fiscal integrity, such concerns cannot jeopardize the existence of a well-rounded curriculum and program of studies. The Strategy laid out here tends to view education in a mainly functionalist manner, with little regard for the deeper goals of education. The Strategy gives lip-service to broader educational ambitions. Yet, it is hard to see how the goals of fostering diversity and "helping students realize their full potential" can be achieved by hamstringing programs in English, History, Political Science, and, especially, Modern and Classical Languages and Literatures. The estimated FTE Reduction envisioned for MCLL is particularly severe. Basically, the Strategy, if implemented, would eliminate virtually anything but basic language training and would drastically reduce the variety of

## **UM Strategy for Distinction: Feedback**

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languages taught. The Strategy reflects little realization that programs such as MCLL do far more than merely teach the ABCs of language; its courses on literature, culture, civilization, and film excellently prepare students to deal with new and emerging social, political, economic, and global challenges. Moreover, and as important as STEM is, we must realize that the problems of the world today will not be solved merely through the advancement of technology and science. The recent troubles of Facebook are a classic case in point.

The University of Montana is the flagship public institution in Montana. The Strategy quite rightly stresses the increasing importance of public institutions' role in educating the next generations. Eviscerating the humanities and diluting the offerings in liberal arts, however, denies students at public institutions, like the University of Montana, the chance to experience and explore the full range of educational opportunities and learning experiences that students at other institutions still enjoy. If the Strategy is put into practice, it will provide them with a second-class education that may indeed "help them get a job" in the short run but will not produce the well-rounded, "agile" students the Strategy proposes to achieve.

I fully recognize the difficult financial circumstances in which many universities currently find themselves. Yet it is not prudent, I believe, to make decisions based on what may be short- or medium-term difficulties, especially when these decisions will have a tremendous, and deleterious, influence on the shape of education at the University of Montana for decades. Once the changes have been made, it will be difficult to roll them back and it will be exceedingly expensive to do so. I urge you to reconsider the plan laid out in the Strategy for Distinction document and hope you will continue to foster the liberal arts at the University of Montana. Only thus will the University be able to offer its students a richly varied and rigorous program of studies that is perfectly appropriate for citizens of the twenty-first century.

### Reference 26 - 0.06% Coverage

The Environmental Studies (EVST) faculty appreciate your energy and efforts to address the problems at UM. We also appreciate your desire to bring a sense of vision and optimism. However, I write in the deepest urgency to convey to you how we in EVST perceive the combined effect on the EVST Program from the proposals in the current Strategy For Distinction (SFD) plan.

Professor Emeritus Tom Roy, who directed the EVST Program for 23 years, 1982-2005, wrote to me that he feels the plan \*betrays everything EVST has accomplished and stands for, and that it could \*eviscerate the Program. Strong language. Yet I and our faculty, and many alumni who have contacted us already, feel the same way. I understand if this sounds extreme to you, but please, let me explain why and how we see it this way. The SFD proposal has 3 major effects on EVST that, taken together, result in our perceptions:

1: The SFD plan estimates a 1.0 FTE reduction in EVST through attrition at the very moment we have lost our 1.0 FTE public interest environmental scientist, for which position we have formally requested your authorization for replacement as soon as possible (my letter and our meeting, 2/9/18). We interpret these 2 facts together as a denial of that replacement request and as a decision not to replace this position that has been a keystone position in EVST for 35 years.

Yet perhaps we are somehow misinterpreting the plan's intentions. If the Watson position replacement we've discussed were authorized and if that search could begin next fall, the plan's estimated 1.0 FTE reduction for EVST could then be allowed to develop and be reviewed over the next 3 years, like most of the estimated FTE reductions in other departments. It is vital for us to accurately understand where EVST stands in terms of the SFD proposal, so will you please confirm to us as soon as you can whether

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the effective intent of the plan is that the Watson retirement does comprise the estimated 1.0 reduction in EVST? And if our understanding is incorrect on this point, will you then authorize this replacement now?

2: The SFD plan proposes a new Division of Environmental Science & Sustainability, located primarily in the School of Forestry and Conservation, and calls for the creation of a new Environmental Science (ES) degree in that Division. Yet the EVST Program has for decades taught ES courses and offered ES student pathways in both our BA & MA programs. We see this proposal as effectively moving what EVST has created, named, and successfully maintained a feature essential to the EVST mission--into another division. To us, the clear effect of this naming and locating of ES elsewhere, while simultaneously not replacing the established EVST environmental scientist position, would be to remove ES from EVST, where it has been one of the 3 essential pillars (natural science, social science, humanities) of our stand-alone interdisciplinary program.

EVST Professor and former Director Len Broberg and I are encouraged by discussions with Deans Deluca and Comer, and we are all hopeful you may consider an alternative proposal that benefits CFC, CHS, and EVST without overtly stripping Environmental Science, in name and/or in practice, out of EVST.

3: The plan divisionally combines EVST with 5 disparate programs. For 3 of these we see virtually no commonality with EVST other than the last word of their departmental titles \*Studies. While we know and greatly respect the faculty in the other \*Studies departments, EVST has little direct subject overlap with them; none of them has a Master's Program--much less a large (N=53) nationally recognized Master's Program like EVST's; and all 3 of them combined have less than 1/5 the number of EVST undergraduate majors. We are very concerned that this large grouping of much smaller programs could dilute and blur the distinctiveness of our Program to prospective students, and thus erode our ability to recruit for our nationally recognized graduate program, as well as for our singular undergraduate major. The other 2 departments in the proposed division, Geography and Philosophy, seem more understandable to us, yet we've heard that Philosophy faculty feel they fit better elsewhere. Much work is occurring now to create counter proposals of divisional groupings for you to consider, and we await those outcomes.

Eviscerate. Betray. I reread those words, and I truly regret having to use them, Seth, but they are our honest feelings because we know what may be lost. We have faith that you do not intend for the EVST Program, or our students, current and future, or UM itself, to incur these losses. Yet if Environmental Science is effectively removed from the EVST Program, and if our unique Program is greatly eroded through the combination of all 3 effects described above, here is what's at stake in our view:

The EVST Program is the lone example at UM, and likely in Montana, of a stand-alone interdisciplinary academic unit, where students are educated about a subject area by unit faculty in all 3 major academic areas: Natural Science, Social Science, and Humanities. What other UM department has in-house faculty, all working together day-by-day to design and implement one mission with one curriculum, whose degrees and expertise range across all 3 of those key areas? None. Throughout the SFD we see high value placed on interdisciplinarity, and in fact, the EVST Program is the quintessential model for that very value at UM. This is precisely why the Western Interstate Commission on Higher Ed (WICHE) approved EVST for the Western Regional Grad Program (WRGP) in 2015: Our in-house, stand-alone inter- and multi-disciplinarity is why WICHE judged EVST \*unique in public universities in 15 states as a condition for our WRGP inclusion.

Every year, in grad application reference letters written by professors in multiple disciplines, from Western Washington University to Colby College in Maine, from UC Santa Cruz to Yale, we read evidence of professors who respect our MS Program and encourage their most outstanding undergrads to apply to it. Yet we cannot maintain the high quality recruitment to our nationally-recognized program if one of our 3 pillars is pulled away, if 120 degrees of EVST's full-circle, 360-degree approach to education is removed.

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I close with reference to a simple word: quality. EVST has one of the highest graduate student to T/TT faculty ratio in CHS (53/7), yet the quality of the large number of students we matriculate and graduate is undeniable. Continuing the decades-long track record of excellence by our students, this year alone, EVST MS students received 3 Bertha Morton Fellowships (9 last 5Y) and 1 Wyss Foundation Fellowship (10 last 5Y). And our undergrad students also achieve excellence repeatedly; an EVST BA student received a Truman Scholarship again this year (4 last 5Y, which is 2/3 of all Truman Scholars at UM in the last 5Y).

There is not room here to document the quality of the EVST Program, but our faculty spent many hours last fall doing just that for APASP. Has this qualitative half of the review, which APASP included, been lost somewhere in the quantitative Tableau data that appear to be guiding decisions now? Our detailed record of excellence in terms of alignment, quality, productivity, and efficiency ought to be given its weight but if we're now discounting the reviews last fall that judged EVST Top Tier, who else has really read it? Will you, please? Will you please read the qualitative response pages of both of our Sept 2017 APASP reports? I left hardcopies with you in Feb., and they are online at the URL's below. I attach only 3 APASP pages here as indication of the quality, from many perspectives, that those qualitative response pages document fully.

Sincerely,

Reference 27 - 0.06% Coverage

I am Vicki Watson, just retired from the EVST program after 35 years. I understand that UM has to find some cost savings. And that we have a lot of new leaders who hope to combine cost saving with some new directions and reorganizing "while still meeting student needs and striving to build on UM's strengths.

Thankfully, those new leaders have asked for feedback "aware that long time faculty and staff may have useful information on how proposed changes would affect their ability to meet student needs and maintain areas of strength. It is a lot to hope that random attrition will make it possible to move strategically.

Since I know Env. Studies best, I will show how faculty reduction by attrition will hurt its area of strength "but I'm sure there are many examples from other departments as well. I hope UM's new leaders will be willing to hear a little history to understand the impact on Environmental Studies of the proposed plan. Over 50 years ago (before the first Earth Day), a public interest environmental scientist by the name of Clancy Gordon, established an Environmental Science laboratory at UM. It was almost certainly the first regentially approved Environmental Science lab in the country. Just a couple of years later in 1970, the same year as the first Earth Day, Gordon and other public interest environmental scientists at UM (in biology, chemistry & geology) founded the Environmental Studies program "which gives a masters degree in science.

In the following 50 years the Environmental Studies program graduated almost 1000 Masters of Science students who now fill positions in local, state and federal government, in private industry, in nonprofits. Many have started sustainable businesses. The program has generated millions of dollars of research grants, and is the reason why Montana is considered a national leader in the development of air and water quality standards, and toxic site cleanup and restoration. Over the years the program added an undergrad major and became more interdisciplinary "now a leader in sustainable community studies, environmental justice, TEK, citizen science and more. But public interest environmental science is still at its core "guiding and adding credibility to the search for sustainability and justice.

35 years ago, UM was going through another tough time and figuring out its priorities. Clancy Gordon had just died of cancer, and a strategic planning committee decided that one of UM's top priorities for replacing faculty lost through natural attrition "was to replace Clancy Gordon. And I was hired at that

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time to be EVST's public interest environmental Scientist. After 35 years, I retired, hoping UM still considered that position a priority.

Environmental Studies has 100's of loyal alums "who send their college age children to our program, who contribute to scholarships for Environmental Studies students. We are planning our 50 year anniversary reunion soon, and one part of that is the plan to establish a Public Interest Environmental Science scholarship. Our alums are excited about and already clamoring to contribute. Imagine the impact of telling them that Environmental Studies' public interest environmental scientist will not be replaced "due to natural attrition.

And that Environmental Studies will be placed in a division separate from the traditional sciences that housed the scientists who created the program "namely biology, chemistry, and geosciences. It would appear that Environmental Studies is losing its core.

Hence I ask that you not rely on natural attrition to reduce the faculty, but that you identify core positions to be replaced, particularly in areas that earlier strategic planning said should be targeted for growth. Thank you for listening.

Reference 28 - 0.06% Coverage

As faculty in the Japanese program in Modern and Classical Languages and Literatures, we write to ask for clarification of the status of the Japanese major, and to emphasize the unique contribution that the Japanese major makes to campus as an argument for retention of the major in its current form.

The draft recommendations presented on 4/18 state that existing language majors French, German, Spanish, Russian, and Classics (as well as \*Area Studies) should be discontinued. However, Japanese was not mentioned in this list. Given that the recommendations state \*it is the intention to maintain all other degree offerings in the areas listed above, we seek clarification as to whether the intent is to maintain Japanese as a discrete major, or if the omission was made in error.

In either case, we urge you to maintain the Japanese major in its current form rather than re-designing it as \*Asian Studies. The existence of a stand-alone Japanese major reflects UM's unique history with and ties to Japan, as exemplified by the Karashima Tsukasa Endowed Professorship in Japanese, and the legacy of Mike Mansfield, arguably UM's most prominent alumnus. Retaining the major would offer a point of regional distinction against MSU (which has an Asian Studies major but not a Japanese one, offers fewer specialized courses, and provides a lower general level of training) and would also recognize the cross-campus contributions of the Japanese section in particular.

As examples of cross-campus contributions, in addition to study abroad, the Japanese section has also offered unique opportunities such as the Kakehashi Project (organized by the Ministry of Foreign Affairs), a study tour that in both 2017 and 2018 took 46 UM students from across the campus to Japan at no expense to the students or the University. The success in the Kakehashi projects led Executive Director of the Mansfield Center, Abe Kim and Michihiro Ama to facilitate a meeting between a Special Advisor to Prime Minister of Japan and the Governor Steve Bullock on April 17th 2018. Vibrant ties between UM and Japan are also apparent in the visit of Kumamoto Prefectural Governor Kabashima Ikuo and Kumamoto Prefectural University President Hando Hideaki in November 2017 to celebrate the 35th-year anniversary of the Montana-Kumamoto sister state relationship, which included a large ceremony at Missoula Children's Theatre.

Re-fashioning the Japanese major as a blanket \*Asian Languages degree would compromise a successful and dynamic program that is extremely efficient in terms of SCH vs. faculty cost, and runs the risk of

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losing support from sources such as the Japan Foundation, Kakehashi Project (which has brought about \$200,000 for each of the past two years), and Consulate of Japan. We therefore urge the retention of the major in its current form.

Reference 29 - 0.06% Coverage

Today, I visited with a family from Boston who had been informed by someone in your department that Environmental Studies would be moving to Forestry. Although the proposed restructure has been posited as revisable, this perception has spread.

As an advisor of incoming freshmen, sophomores, and transfer students, in addition to being the staff person who regularly meets with prospective students and their families, I find this disconcerting. It not only implies we will no longer be a program of the College of Humanities and Sciences, but that the new division of Environmental Sciences and Sustainability within the College of Forestry and Conservation will make the science-based curriculum we have long offered redundant. In fact, it leads others to believe Environmental Studies does not \*do science.â€

I have copied President Bodnar and Dean Comer, as well as Environmental Studies Director Phil Condon and main administrative staff Susan Elliott, because I believe this will impact our interactions with current and future students, and I would like to know if there is a mechanism for addressing what is already occurring. After advising students for a number of years on the multidisciplinary nature of Environmental Studies, it would be challenging to explain how an integral part of the program had been removed.

Reference 30 - 0.06% Coverage

I write to express my urgent concern (as Graduate Program Coordinator in Anthropology and as a Faculty Senator) about the proposed name change to the M.A. degree in Anthropology. I submitted similar comments to the UPC through their comment portal, as well as to my Chair Thibeu, Graduate Dean Whittenburg, Associate Graduate Dean Kinch, Dean Comer and Associate Dean McNulty.

Here is the link to the Secretary of the Interior standards for professional archaeologists:

[https://www.nps.gov/history/local-law/arch\\_stnds\\_9.htm](https://www.nps.gov/history/local-law/arch_stnds_9.htm)

Here is the link to the Register of Professional Archaeologists qualifications page:

<http://rpanet.org/?RPAApplication>

Here is the link to the Professional Forensic Anthropologist standards website:

<http://theabfa.org/faq/applicants/>

Please note that none of these three professional qualifications list Social Sciences M.A. degrees as sufficient to meet the standards of professionalism in their fields.

No students will apply to our M.A. in Social Sciences program because the outcome would be insufficient for their chosen careers as professionals in archaeology, cultural heritage, or forensics. This name change will have immediate and long-lasting negative impacts on students in our region who might otherwise attend UM to achieve the professional certifications in these fields. Ninety percent of the applicants to our M.A. Anthropology programs attend to reach these professional standards. If we do not offer a means to achieve those standards, they will not apply and will not attend. They will attend several other regional universities that we compete with on an annual basis, including Wyoming,

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Washington State, Nevada, Utah, NAU, Central Washington, among a handful of others, all of which offer M.A. degrees in Anthropology.

Our Department of Anthropology at UM is one of the strongest graduate programs in the College of Humanities and Sciences. We consistently receive 40-60 applications every year from students interested in earning M.A. degrees in these fields. Approximately half of these students attend every year, many of whom are from out-of-state. After they receive their M.A. degrees in Anthropology they are qualified to be professionals and work for Tribal and State Historic Preservation Offices, archaeological consulting companies, coroners offices, crime labs, and numerous federal agencies. This proposal to change the name of the degree would negatively impact our program and the number of students enrolled in our Anthropology M.A. degree programs.

#### Reference 31 - 0.06% Coverage

We are writing to you in your role as chair of the UPC to make two critical points regarding the analysis/recommendations for Chem/Biochem in your Draft report.

1. It is our belief that the reason Chem/Biochem is slated to lose to 2 faculty FTEs is because Biochemistry rated relatively poorly in the cost/SCH analysis when evaluated outside the context of its home departments. The numbers for Biochemistry rely solely on FTE cost and SCH for BCH courses and on that basis appear to be accurate if Biochemistry were a separate department. The critical factor that this analysis misses, however, is that Biochemistry is an interdisciplinary, interdepartmental program. The BCH courses are taught by faculty with appointments in both Chemistry & Biochemistry and DBS. These faculty also contribute to the teaching mission of their home departments. For example, Professor Kent Sudgen, who taught BCH 380 in Fall 2017, is teaching CHMY 141 in spring 2018 (SCH: 312) and Professor Scott Samuels who is teaching BCH 110/111 in spring 2018, taught BIOB 260 in Fall 2017 (SCH: 1,040). Our point is that making cuts in FTEs based on analysis of Biochemistry in isolation will lead to unforeseen collateral damage to the home departments. Because Biochemistry in the final analysis of the report was lumped with Chemistry, this collateral damage has been assigned to the Department of Chemistry & Biochemistry. Since faculty in the Department of Chemistry & Biochemistry teach on average 70% of the BCH credit hours (SCH) and the proposed FTE adjustments to Biochemistry are assigned to the Department of Chemistry & Biochemistry, the only reasonable way to carry out the UPC's analysis is to add the Biochemistry numbers (FTEs, SCH, majors, awards, etc.) to the Chemistry numbers and reevaluate the proposed cuts. Otherwise, the proposed cut of 2 FTE's from the Department of Chemistry & Biochemistry, which generates 10,300 SCH from CHMY and BCH courses (sixth highest on campus) and on average more than 800 SCH/instructional FTE (from APASP data) before the impending departure of Lecturer Holly Thompson and Professor Ed Rosenberg, will cause significant disruption that will be felt across campus because of the numbers of science and non-science majors who enroll in our courses. Further, the proposed loss of 2 FTE's in Chemistry and Biochemistry is not in alignment with the goal of building communities of excellence in Environment & Sustainability, Health & Human Development, and Science & Technology. We urge you to reevaluate the data, combining those for Chemistry and Biochemistry, and reconsider the recommendation to reduce Chemistry & Biochemistry by 2 FTE.

2. A Division of Physical Sciences is a poor fit for the existing collaborative connections of the Department of Chemistry & Biochemistry and the Biochemistry Program. A primary justification for creating a Division of Physical Sciences is to encourage interdisciplinary work with a focus on Data Science. This justification ignores the existing collaborative network that the Department of Chemistry &

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Biochemistry and the Biochemistry Program has with DBS, Computer Science and BMED. A much better fit would be a Division of Chemical, Biological and Computational Sciences, which would incorporate the Department of Chemistry & Biochemistry, DBS, the Biochemistry Program and the Department of Computer Science. In particular, the current strength of Computer Science in Bioinformatics/Computational Biology has spawned significant collaborative interactions with DBS, Chemistry & Biochemistry and the Biochemistry Program. We also note that ASCRC has just approved a BS in Computational Biochemistry a joint effort between Computer Science and the Biochemistry Program, further emphasizing the natural grouping of these three departments and the interdepartmental, Biochemistry Program.

We know that these are critical times for redefining the mission and goals of UM as we work to launch UM into a new and promising future.

We would be pleased talk with you about these and other ideas for moving UM forward.

Regards,

Reference 32 - 0.06% Coverage

Just a quick note to say that you have A LOT of support for the changes you are making at UM, although it may not feel that way for the next few weeks.

### Alumnus

Reference 1 - 0.04% Coverage

I am shocked to hear that the President is recommending that all of the individual language majors be cut from the U of M. As a graduate of the UM '02 double major in French/English linguistics, my experience at the University of Montana was invaluable in giving me the tools to be both an effective language teacher and to be able to adapt to living abroad. I currently reside in France, and it was thanks to the support of the professors like Maureen Cheney Curnow, lone Crummy, Sigyn Minier, that I was able to embark upon study and work abroad experiences that paved the way to my current living and work situation. How can a university claim to have a well-rounded liberal arts program without individual language majors? It encourages exploration not only of foreign culture, but also a deeper reflection on the culture that we come from. I gained a wider knowledge base of the arts in general, thanks to my education in the French department. The program also helped me to develop my faculties of analysis in the areas of literature and art, which has proven to be a valuable life skill I have been able to apply beyond these areas. It was also an enriching experience to interact with professors and TA's from different cultures and languages (France, Senegal, Algeria, Germany, Austria), which is sorely needed in a culturally isolated location such as Montana. I encourage you to keep individual language majors in your curriculum at the University of Montana for future students and the cultural diversity of the state. Thank you.

Reference 2 - 0.04% Coverage

In what universe is cutting faculty positions the best way to support students?

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Reference 3 - 0.04% Coverage

I won't give a cent until UM has a leader I can be proud of.

Reference 4 - 0.04% Coverage

French and other individual languages are important majors to offer at UM. Please do not cut these majors. I spent four years studying French while getting my business degree. I was only one French class short of double majoring in four years. I would hate to think that future students don't have the same opportunities that we had.

Reference 5 - 0.04% Coverage

What a terrible, terrible idea. I am appalled that President Bodnar would suggest that we do away with individual language majors. One of the reasons I chose to attend the University of Montana is so that I could double major in biology and French--I was equally impressed with the faculty in both departments.

I am just about to graduate from veterinary school. When people ask me about my education, I am most proud to talk about my degree in French at UM. It has afforded me many new opportunities and connections that I would not have found otherwise.

Furthermore, to abolish the study of languages at a university is utterly moronic. How could UM be considered a liberal arts school if it did not offer the option to focus on the languages. Shame on you, President Bodnar. You wouldn't be getting any of my money.

Reference 6 - 0.04% Coverage

President Bodner and your staff. Thank you for having the fortitude and guts to make these long overdue FTE cuts and degree realignments. Do not hesitate to make more adjustments and staff reductions if needed to balance the books and budgets. Aggressively pursue in and out of state student recruitment and retention. Get rid of faculty and support staff that are poor performers, non restructuring UofM team players and whiners! Go Griz! Beat the Cats on both the academic and athletic field called reality!

Reference 7 - 0.04% Coverage

As both a former student and staff member at the University of Montana, I strongly oppose the proposal regarding cutting upwards of 50 faculty as a means of steering the institution towards a more sustainable fiscal model. The proposed cuts, many of them within the Humanities and Social Sciences, would exacerbate departments' abilities to offer cutting edge courses and programming to current and future students, while simultaneously diminishing the capacities of faculty to dedicate the necessary time to research and publication, both vital to improving the efficacy of a department's and institution's overall ranking and allure. While continual declines in enrollment have undoubtedly placed UM in fiscal hardship, this proposal appears to do little in an effort to entice prospective students to attend UM, as such cuts guarantee decreased trust in administrative integrity, low faculty morale due to professional precarity, and thinned academic departments, all of which result in decreased course offerings, academic opportunities, and the ability to recruit standout lecturers and professors. Put simply,

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academics must be the draw to UM, and a robust faculty composed of strong and diverse tenured, associate, and adjunct professors and capable staff is paramount to that mission.

Reference 8 - 0.04% Coverage

It pains me to see UM pursue the same approach that has failed in the past. Every time the University winds up in the media because we're cutting staff, more students decide to go elsewhere. This is a blindingly obvious mistake that we've made on multiple occasions. If I had known that people from the English department were going to be cut, I would have started grad school somewhere else.

This is especially frustrating because the real issues at UM aren't the professors. Our professors are fantastic and can be compared favorably to professors anywhere. However, every time I enter the Lomasson, I'm immediately frustrated. How can there be six departments dedicated to one job, and no one can help me?

What would help UM is growth. We've given up the claim of distinction, thanks to several consecutive presidents that ran our reputation into the ground. Now, we have affordability, access, and excellent professors. Any thinking administrator would push for increased online access, new departments, and better outreach. I see that the English department, of their own volition, created an ecocriticism department. This developing field has drawn scholars from all over. Yet, this program is in danger. What a catastrophic error.

With my own eyes, I've seen high school students read the headlines of the Missoulian and make decisions about UM. I know that I can count on a similar headline tomorrow.

I'm a grad student at UM because of the brilliant professors in the English department. If these professors lose their job, there will be nothing at UM for me. You will have one more disappointed alumnus.

Reference 9 - 0.04% Coverage

It seems unwise to cut degrees or restructure some of UM's flagship programs which define it as a Liberal Arts college. Individual language degrees, Modern and Classical Languages and Literature, separate Arts degrees, and the School of Forestry are all part of the UM identity. Deemphasizing these programs negatively affects UM's reputation.

Cutting fledgling programs at the Missoula College such as Electronics Technology and CAD would be a blow to the entrepreneurial environment our community is actively fostering through the Montana Technical Enterprise Center (MonTEC), the Missoula Economic Partnership, Blackfoot, and others. These programs serve as an attraction to these enterprises and are likely to expand and flourish.

It seems that the School of Business has escaped unscathed in the proposed cuts. While certainly an important part of UM, surely not all of the classes, certificates, and degrees can be deemed more important to our Liberal Arts college than those already proposed to be cut.

Please consider my criticisms above when redrafting your recommendations, and reflect on this analogy: There used to be a small coffee shop in a parking lot with good drive through and walk up access near the Tremper's Shopping Center. It was well-maintained and had a reputation for good coffee, friendly people, and delicious pastries. On a change of ownership, the new management decided that the profit margin for the pastries wasn't high enough. The menu changed to cheaper, lower quality pastries at the same price point. Then, when these did not sell well, the menu had no pastries at all. Dwindling patronage led to similar decisions across the board, from coffee quality to opening hours, each in an

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effort to save operating costs. It was a coffee shop, but what had distinguished it from its competitors was the opportunity for a tasty, last-minute breakfast or snack on the side. Once this advantage was traded for simple profit margin, customers had no incentive to choose this shop over any of their nearby competitors, and it soon closed. Put another way, an item making almost no money was driving sales for the item making the most money.

UM's selection of quality classes, certificates, and minors is most certainly to our advantage even if, individually, not all show profit or stable numbers of degrees awarded.

#### Reference 10 - 0.04% Coverage

Traditionally, the University of Montana focused on and had great strengths in the liberal arts. I received Master's degrees in both History and English Literature from the university and went on to finish a Ph.D. at Washington State University. I am deeply troubled by the proposal to cut 6 positions in English and 2 in History over the next three years. How will the university remain relevant as a school that fosters the liberal arts without sufficient faculty to train and guide the next generation? We need the liberal arts. The skills that I learned from my professors at the University of Montana provided me with the ability to teach students with compassion and rigor, to think deeply on contemporary issues, and to appreciate the most important and beautiful aspects of humanity. The University should reconsider these cuts and focus instead on retention and bringing in new students. The draft of your recommendations begins with noting that the school aims to provide students with a well-rounded education. Without the support for the liberal arts, how will students be well-rounded? I also read that you propose consolidating the MA in English into one option. I used my MA in Literature to succeed at the next level and believe that such a decision would drastically hinder the opportunities for graduate level literature students. Without a focused MA, many students would be unable to successfully apply for Ph.D. programs in specific disciplines. I also believe that significantly cutting the number of faculty teaching foreign languages is detrimental to the goals of a liberal arts centered institution. The United States is already behind most civilized nations in its acquisition of languages. To make these programs continue, I believe that more students should be encouraged (or even required) to learn other languages, be aware of national and international history, and learn about English and foreign language texts, including dramas, poetry, novels, and stories. As a former graduate student at the University of Montana, I received a strong education in the liberal arts. This education allowed me to successfully pursue a doctorate. I am now a full time faculty member at Washington State University Tri-Cities, thanks in great part to the strong professors I worked under at the University of Montana. These professors taught me to value literature, to appreciate history, to think deeply about my world, and to love the arts. It would be a shame to downgrade these programs. Thank you for your time.

#### Reference 11 - 0.04% Coverage

I am so disheartened by the recommended cuts and restructuring of the Modern and Classical Languages and Literatures program. As an alumnus of the program (German and Russian), it pains me so deeply that incoming students wouldn't be able to receive quality, focused language study I did. I am now a German teacher in the state of Montana and have spent all year urging my students to attend UM because of their German program. I talk how about how practical pairing a German major with another area of study can be in this global economy. How will I be able to recommend UM to high students, if the university cannot even provide a major in Spanish?

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Turning your back on liberal arts and specifically language courses is a short term solution. This will deter students like me who picked UM because of its diverse language course offerings. I urge you to reconsider this decision for the sake of the university and a department that so widely revered by language teachers across the state.

Reference 12 - 0.04% Coverage

This is absurd. The university's goals to educate global citizens in an interdisciplinary way absolutely cannot happen without a thriving language program. Being able to offer majors in several different languages is an incredible strength of the university. When students are able to learn a second language beyond the first few semesters, they gain intercultural competencies that make them better suited for the world outside of the university. The humanities are a crucial component of our students' education and with each cut to the languages we are telling them that other languages, other cultures don't matter. Now more than ever we need to support and encourage the study of other languages and cultures because our local and global communities depend on it. Do not cut the languages! MCLL has some of the best and most inspiring faculty I have ever encountered and thanks to them, I have a career as a German professor ahead of me. More than that, I am able to make real connections with people across Europe and Russia because of what I learned at UM. Taking these opportunities away will make our program and community much poorer for it.

Reference 13 - 0.04% Coverage

I am a University of Montana alumni, graduate 2007 with a Fine Arts and French Degree. I am currently holding a Creative Director position in Seattle WA at an advertising agency.

I was notified that you are considering cutting language programs including French from the University of Montana. I think this would be devastating. I know that I studied French and German while at UM and went on foreign exchanges to both Germany and Austria as well as France. I met my husband in France, we have been married for 8 years and together for 13. The Modern Languages Dept. has had a life changing impact on every aspect of my current life. My husband and I live a bilingual lifestyle. One of the only reasons I even went to UM was because I knew they had great language programs and study abroad programs. I wanted to go out of state but when I saw how developed the international programs were and the language programs were I knew I would be able to travel, learn and grow in a way that was far beyond the typical Montana experience.

Do I still use my foreign language skills today, yes, every day - being bilingual helps me at home where my husband and I speak Franglish, while traveling for work, and even with some of our international clients. We work with some clients in Europe and the UK and having had experience living abroad is incredibly valuable.

You simply can't cut these essential programs. Sure you need to lean into programs like computer science and other degrees that are in high demand, but when young people are pursuing a liberal arts education you need to offer foreign language. The French and German programs were exceptional at my time at UM, with some remarkable professors I remember to this day including Lone Crummy, Benedicte Boisseron, Hiltrud Arens & Marton Marco. These people shaped and opened my world view on culture, made me practice, read, think critically and grow.

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Please consider the impact of foreign language study just from an enrollment perspective - how many future students you could be missing out on because you cut these programs.

The digital marketing agency I work for Add3.com is currently driving enrollments for a local school - City University in Seattle and seeing a lot of success. If you just need more enrollment there are ways to grow and strategize without cutting essential programs.

Thank you for your consideration,

Reference 14 - 0.04% Coverage

I am shocked and outraged at the program degradation happening at UM. The university is only as strong as its staff and professors, and the current administration has a complete lack of regard for these positions. UM professors are the bedrock of the institution and it will crumble if you proceed with current cuts. I will no longer support UM if they will not support the programs and professors, because without them, the university is no institution of higher learning. The current recommendations are a disgrace!

Reference 15 - 0.04% Coverage

Gutting the foreign language program at UM is a terrible travesty. Cutting the things that make people choose UM over other schools will only serve to lower enrollment further. I cannot be a donor and proud of my alma mater if these terrible choices continue.

Reference 16 - 0.04% Coverage

As an Alumni and Montanan, I am concerned with the recommendations the president is making with regards to decreasing the number of Faculty at UofM. I graduated undergrad in 2009 and got my masters at UofM in 2013. There were too few faculty and too few options for classes when I went to school there. Since then, I have moved out of state. I now live in a university community that puts a high emphasis on having more classes and diverse experiences faculty. I know the struggles UofM is facing, but decreasing faculty will decrease class options and increase class sizes for students. There is no research to say that this is a good thing. In fact, research states that has the opposite effect. This is the problem with a business model where balancing a budget is more important than student success. What is UofM for but to educate students. I will never donate to an Alma mater with such abhorrent disregard for its students and I'm sure I'm not the only one. Please reconsider.

Reference 17 - 0.04% Coverage

Gutting curricular offerings and specifically those of world languages diminishes the experience of any UM student! World language study is an integral skill of all people nowadays because we live in a global society! What is proposed for curriculum is ludicrous! Languages are meant for communication and to contribute meaningfully in the global society, one needs to interact face-to-face to develop a proficiency. It is efficient and necessary to be trained by teachers who speak the language well and who know how to teach the language. To lump all language study under classical studies is ridiculous! On-line learning plays a supportive role in world language education but can not replace the reciprocal in-person relationship of student and teacher in the classroom. I ask you to reconsider your proposal that changes the offering of world language study at UM. It is not a viable proposal. I am a retired K-12

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

world languages teacher of 34 years here in Montana. This proposal sends us back to before Sputnik! I will also share my comments directly with the Board of Regents.

Reference 18 - 0.04% Coverage

I am writing to express my frustration with the President's recommendation to eliminate specific majors in specific languages, and consolidate language studies into two majors, Asian studies and European studies. By doing this the President will be cutting 7.5 positions from the foreign language department. As an alumnus with a B.A. in French, I am outraged by this proposal. There is no single language in Asia or in Europe, and to propose a single major encompassing the many different languages spoken in these parts of the world is ignorant. These languages stem from different language families and regions. Because of this, these programs cannot be taught in the same way. Additionally, these languages cannot be grouped under two majors because the cultures in which they exist are different from one region to the next. For instance, French is spoken differently in Canada than it is in France and in Martinique. In France alone, the language has regional dialects that are affected by the cultural differences across the country. Secondly, the proposal to teach these courses as a combination of in-person training, immersion training and distance and online learning to give students "a re-imagined opportunity" in languages is something the faculty at the University of Montana are already doing. The 7.5 faculty positions that are proposed to be cut include amazing professors that provide quality in-person training inside and outside of the classroom. As well, immersion training is a requirement for a major in the classical and modern languages. As a B.A. in French I was required to study abroad in a country where French was spoken as an official language. This gave me the opportunity to study abroad in Lille, France, enhancing my language skills and allowing me to develop an appreciation for other cultures across the globe. If the mission statement of the University of Montana is:

"to provide a high-quality and accessible education at a worldclass research university. We shape global citizens who are creative and agile learners prepared to build and sustain communities. As Montana's flagship university, we lead conversations that question and expand the frontiers of knowledge to tackle the world's most complex challenges."

how will students become global citizens capable of tackling the complex challenges of the world without experiencing other cultures in other parts of the world? How will students hoping to work for the United Nations, solving the world's problems, be able to compete with students from other universities if they have a degree in European Studies, but are unable to speak French which is the official language of the United Nations. How will students hoping to build sustainable communities be able to work alongside those in Germany, the leading country for green energy. Finally, how will students with a degree in Asian studies hoping to work in international business, be able to build the U.S. economy through international trade if they are unable to speak Japanese, Mandarin, or Spanish. By eliminating these programs and cutting these professors the President's plan will be eliminating opportunities for students at the University of Montana and cutting their education short of what it could be. As an alumnus of the University of Montana, a speaker of French, and an educator in foreign language, I urge the President to continue to offer French and all other foreign languages that his proposal plans to eliminate. Students deserve the right to an education that allows them the benefits of learning a foreign language.

Reference 19 - 0.04% Coverage

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

I graduated with a degree in French from UM in 2002. As part of this degree, I went with a group of UM students and an instructor to study abroad in Paris. This was one of the most remarkable and formative times in my life. Not only did I make friendships that I keep to this day, but I learned what it was like to truly live in another culture. I am a more empathetic person because I experienced what it was like to be an outsider. I learned that there are other, successful ways of being in this world. Because of this experience, I went on to represent UM in Southern France as part of an instructor exchange program after I graduated and lived in France even longer. The experiences I had there prepared me to become a teacher. I am currently an assistant professor and teaching librarian at the University of New Mexico. It would be such a loss to cut individual language majors at UM. We need empathetic citizens more than ever, and cutting a program that encourages students to experience the world differently would be a grave mistake. Study abroad programs help students develop empathy (Marx & Pray, 2011). Foreign language programs encourage this development and recognize the importance of learning about cultures apart from one's own. Please do not cut individual language programs.

Reference 20 - 0.04% Coverage

The proposal to cut so many positions from the Modern and Classical Languages and Literature department is disheartening. As a UM language studies graduate, I am saddened to see these vital programs being cast to the wayside. Individual majors in language are important. These languages are how we communicate and how we connect to the world around us. A dedication to language learning shows a dedication to thinking globally and thinking openly about people. I find it hypocritical to claim that UM is preparing students for success in an increasingly global world, while at the same time disregarding those who choose to dive headfirst into that interconnectedness. Language majors show a commitment to living and thriving in cultures and world views that are distinctly different from their own. And in these times, where the entire country is being shown as more selfish, egotistical, and

Reference 21 - 0.04% Coverage

As an alum of UM, I have always appreciated that UM was willing to exemplify the values of being open minded and globally aware. With the recommendation to discontinue languages at UM, I feel as though the university will lose it's ability to produce a progressive and forward thinking community. Language studies are not just memorization, grammar, and repetition but the true embodiment of what a college education should be about. The message you are sending to students, to Montana, and to the world is that languages are just a skill that can be ignored. Do not take away this opportunity.

Please reconsider the recommendation

Reference 22 - 0.04% Coverage

I disagree with the President's proposal to annihilate the modern languages program, specifically the French language and studies program, at the University of Montana.

Reference 23 - 0.04% Coverage

We have read your recommendations, and really like your strategy for distinction. The University can no longer rest on its laurels, and must be more aggressive in developing itself and the students for today's world. You will face a lot of detractors - both internally and externally - as you embark on this journey, but we beg you to stay the course and do what's best for university as a whole. The University needs to

## **UM Strategy for Distinction: Feedback**

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offer a world-class education, stay competitive, and be aggressive in marketing itself. You have our full support and continued financial assistance.

Reference 24 - 0.04% Coverage

I am terribly disheartened to learn that the President is recommending cutting and/or combining and reducing so much of the foreign language programs and positions. While I did not major in French, I did minor in it, and found it to be one of the more rewarding pursuits of my lifetime. It not only teaches you about another culture and language, it teaches you more about your own. I sincerely hope that this decision is reversed. It is a mistake.

Reference 25 - 0.04% Coverage

Dear Office of the President, Faculty Senate, and To All It Concerns,

I graduated from the University of Montana in 2004 with a BA in German & History and a distinction from the Davidson's Honors College, and I am writing to voice my strong opposition to the proposed faculty cuts at UM, and in particular to the proposed cuts in the Modern and Classical Languages and Literatures Department.

Coming out of high school, the prospects of studying German at UM was a main reason I chose to attend the University of Montana. The education, insight, and gains I took away from my German degree there led me to not only pursue a PhD in German Studies (McGill University 2017) but also a career (Montana State University starting fall 2018).

Professors like Liz Ametsbichler and Hiltrud Arens made all the difference in this trajectory; they were both incredibly supportive in my decisions to explore opportunities which included a year abroad with the Fulbright organization, an internship at a German radio station, and a graduate degree in German Studies. Were it not for the UM German program and its inspirational professors, I certainly would not have pursued any of these experiences.

For me, UM's German program helped open up new doors to the world and connect my own learning to academic, professional, and global opportunities. This made all the difference in my undergraduate education and is therefore hard to fathom how UM's mission can state a desire to "shape global citizens" while proposing cuts to foreign languages at the same time. What is the understanding of "global" here after all?

I, for one, would not have chosen to attend UM with such drastic cuts to foreign languages looming on the horizon. For the future prosperity of UM, I urge President Bodnar to rethink his budget recommendations and work more closely with those of the MCLL Department. Thanks to the MCLL Department and its professors, I am very glad to have my undergraduate degree from UM, and I hope to continue being proud of all that it stands for beyond.

Reference 26 - 0.04% Coverage

As a UM alumna and Foundation donor, I have been asked to review the recently published strategic plan draft and send you my comments. I am pleased to do so. My family and I have had a long relationship with UM dating back to the 1920s when my mother was a student (class of '29). As I was

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

growing up I knew all the words to all the UM fight songs. My sister and I both graduated from UM. After my mother's death in 1999, my sister and I established the Louise Lilly McBride Scholarship Fund for the Department of Languages and Literatures to support student overseas travel. I made the academy my life's work and retired as Emeritus Professor of Political Science from Florida Atlantic University (FAU), after a 40 year teaching and research career there. Presently, I am enjoying retirement back again in the Northwest.

I read the draft with interest and a sense of familiarity. FAU is a regional state university which has often struggled with inadequate funding from the state legislature for its programs and goals, regularly finding it necessary to respond to political leaders who wish to wring more student FTE out of declining funds. The exercise UM has had to go through is dreadfully familiar.

However, it does, as you say, give everybody a chance to take a good look at what has been practice for several years and take stock of what is working, what is not and how resources can be efficiently used to reach university goals. And, once the process is complete and if it works with the "higher powers" then the university has potential to be stronger. So, in this letter, I want to point out a few things that struck me as positive and cast doubt on others and ask some questions.

One of the most dramatic proposals is the establishment of the Montana Core giving all students a set of competencies that will prepare them to succeed but also be flexible in the dynamic society they are part of. Developing that curriculum and finding the resources will be a challenge as well as dealing with the concerns of discipline based faculty used to devising specialized degree requirements. However, I think it's an exciting and worthwhile endeavor; when I was a student long ago, we had to complete just such a series of courses (the only reason I took botany, actually and now I am glad I did).

In addition, I read with keen interest the recommendations you set forth that affect the College of Humanities and Sciences in general and the Department of Languages and Literatures in particular. Here are my comments and questions:

1. Justifying changes in administration and programs based on facilitating "interdisciplinary" teaching and research has been popular for some time. At FAU, I was active in developing an interdisciplinary doctoral degree. However, we learned early on that to be successful in encouraging interdisciplinary or multidisciplinary work we first had to have strong disciplines. They are the building blocks for programs like area studies, women and gender studies, environmental studies. You need faculty who know one discipline well, but who ask questions that require them to cross discipline boundaries. I wish the plan more clearly recognized the importance of strong disciplines as building blocks for reforms.
2. Combining various discipline-based departments into divisions with a central administrative head and staff seems to save funds. Why have individual department chairs and secretaries when all that can be combined into a Division? Just be warned that such combinations can lead to rivalry, conflict and disarray as, for example, the 2-3 philosophy faculty charge that the sociologist who heads the division has no idea what they do or how to evaluate them. At FAU the most successful such combinations occurred when such divisions were created as "schools" (of Communication and Media Studies for example). But it is questionable how much administrative savings resulted from founding new schools. Similarly, at UM, a while back, when the arts broke off from the Liberal Arts College, they created another entire college--spending more money than ever. Perhaps bringing the arts programs back under an Arts and Sciences college would be a way to reduce college level administrative costs? (Of course they'll howl bloody murder!)

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3. Why is "student demand" the only criterion for staff reductions that you have laid out? How about the integrity of a discipline/major? The University of Montana has long been the university with the strongest liberal arts in the state. Maintaining the foundational elements of those (i.e. philosophy) is essential.

4. I understand that it is unrealistic for the UM to sustain majors in 12 foreign languages; But is the solution to organize language teaching and research in divisions called "Asia Studies" and "European Studies". These terms refer to socio-geographic studies--making the study of foreign language complementary but not central to the study of a region. Reduce the number of languages but don't try to hide that by giving the result a meaningless name. How does anyone who wants to become a Spanish language teacher explain to an employer that she has a major in European studies?

5. Finally, you recommend "Communities of Excellence" to enhance relevant interdisciplinary studies. It is unclear how these relate to the reorganization of departments and colleges. Again, this recommendation is familiar; at FAU we had "programs of excellence". With that, the resources were directed at specific programs, not at sustaining excellence across the university. That made for desperation and hard feelings among those faculty who were not in those programs; time passed before any of those programs could be assessed. I'm afraid this approach tends to be trendy, not solid for long term excellence. I go back to my argument that the strength of the university is in the traditional disciplines from which dedicated and talented faculty and students can build programs that respond to changing social needs.

Reference 27 - 0.04% Coverage

Dear President Bodnar:

I read the Strategy for Distinction. I am writing to offer my full support and encouragement.

I have been most intimately involved with the School of Law. I understand that the proposal is to merge the Masters of Public Administration program into the Baucus Institute in the School of Law. I believe that this is an exciting opportunity for the School of Law, the MPA program, and the Baucus Institute. I fully support this plan. I have no reservations about the proposal. The merger should create additional synergy that will benefit the University community and, in particular, the students.

I was impressed with the Strategy for Distinction. It is a thoughtful forward looking document. Unfortunately, you and the University must make terrible and difficult decisions regarding programs and limited resources. I do not believe that this is a reflection upon the University, its faculty, programs, or students. Every time I visit the University, I walk away energized by the amazing things that are happening on campus. I know that great things are happening at Montana.

My greatest disappointment is the decline in public support for our public colleges and universities. When I attended the University (1979-1982), 80% of the cost of my education was paid for by the public. I know that public support for the University today is somewhere around 35%. I received a great education through a public university. I feel a strong obligation to provide that same opportunity to the next generations. I believe that our public colleges and universities are a critical part of our democracy. It was never my intention to reduce public support. I really don't know how it happened. It's tragic. It reflects a failure and a flaw of my generation. I hope that we can correct this. I hope that we can

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### **What are your general comments about the President's recommendations?**

increase public support for our public colleges and universities. I am willing to pay higher taxes in order to provide more support for public education. Education is an investment in future generations. Montana must invest more for the future.

This is a difficult time. Positions are being eliminated and many people and families will be impacted. It appears that the University is doing the best that it can to minimize this disruption. Of course, every faculty and staff person is part of the fabric of the University. We will be poorer without their contributions. I think that this is something we all need to think about. Not just the loss of positions, but how we value those individuals. For too long, Montana has underpaid and undervalued its faculty and staff. We must reward people appropriately for their service and contributions. It is not acceptable to simply accept that people are willing to make less because they get to live in Montana. If we want the best people and if we want to be a successful community, then we need to acknowledge and pay for the quality we have.

Our support for public education must come from alumni as well as the legislature. Public funding is absolutely the most critical factor in the health of our public colleges and universities. However, alumni support is also critical. I hope that alumni will support the Strategy for Distinction and continue and increase their support for the University. I am the beneficiary of a great public education. There is a debt there that I will never be able to repay. I am committed to continuing to support the University. I hope that other alumni will join me. Given the cost of attending the University, I especially hope that alumni will increase their contributions for scholarships. There are many needs, but helping students to graduate with manageable debt levels must be one of them.

Thank you for taking on these difficult tasks. We appreciate your commitment to the University and your concern for faculty, staff and students. This is a terrible process, but I am confident that the University will continue to excel.

#### Reference 28 - 0.04% Coverage

The Languages department is one of the most vibrant departments on campus. I came to UM as a lecturer from an affiliated French university (University of Burgundy in Dijon) in 2004 and decided to stay on as a Masters student because of the language department, and how it fitted into the university as a whole. I graduated from UM with a Masters in French in 2007, and from the University of Washington in 2014 with a PhD. I am currently in a tenure-track position in French at Hamilton College in New York State, and it all started at UM, in the language department. I hope you will reconsider your decision and how these cuts will affect the university at large, as well as the many fields that are represented by the various languages at UM. Several scholars have come from unique programs at UM in the humanities, and they are now spreading their knowledge nationwide and worldwide. The impact of languages in today's world, and the impact of the language department at UM in particular, should not be erased because of financial considerations.

#### Reference 29 - 0.04% Coverage

I rarely take part in any sort of alumni interactions with UM, for a multitude of reasons, but these "recommendations" from President Bodnar merit a response, especially after lengthy conversations with a number of fellow UM graduates over our universally shared shock at these plans, especially in regard to the foreign language department.

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

I understand there are budget concerns. I understand that you can't get blood from a turnip and whatnot. But it seems that instead of finding ever more ways to degrade and cut programs at the University, the energy put into justifying their "inevitability" could be put into actually bolstering the budget shortfalls brought on by lack of legislative support. I understand that states such as Montana have a very love-hate relationship with higher education, as evidenced by the endless downward spiral of state funding and general bad mouthing of these "liberal" institutions, but it seems to me, and to many others who actually do value higher education, that that means the leaders of the University of Montana have a duty to fight, and fight hard, for the success of higher education.

These "recommendations" are not fighting for higher education. They're the opposite. They're undermining education because the leaders, especially Bodnar, can't imagine a world where higher education is actually properly supported and funded. This is simply a failure of imagination and while I'd like to say I'm shocked, I'm not. This is par for the course. This is more of the same. This isn't leadership, this is the same boring old undermining status quo that has become the standard in American higher education. Blame everything on the budget, cut programs deemed "not useful", wring your hands a bit and roll over to those who shriek that higher education is actually a detriment to the country instead of one of its greatest treasures. This is not leadership. This is weakness.

In regard to the foreign language department: I have lived in Germany for the last 8 years. Not only has this given me insights into what a country looks like that actually values and fully funds higher education, but it's given me deep insights into the importance of languages. If you want Montana students to be unprepared for global interactions, which are clearly becoming the norm, then by all means cut the foreign language department. I can guarantee you, Americans are already the butt of endless jokes here about our inability to even contemplate a second language, let alone actually understand that in most of the world indeed people DO think differently than Americans. Furthermore, at this point many people I meet here are openly hoping and waiting for the collapse of the US. Please let that sink in for a moment. In Germany, one of our closest allies, a country whose modern iteration we literally built after the Second World War, for which we were beloved for decades, people are HOPING for the breakup of the US. Because they see rot. They see priorities that are completely and utterly skewed. They see us as a danger to the world. I know the foreign language department of the University of Montana may not seem like an important player in such geo-political concerns, but again that would be a failure of imagination. If you want to confirm the concerns I hear here, if you want to play a role in the continued isolation and growing irrelevance of the US, if you want in your own small way to help grow the disdain that people increasingly feel toward the US here, then by all means scale back the foreign language department and higher education in general. Or you could gain some perspective about what the rest of the world is saying, thinking, and doing and reverse course on these "recommendations".

In an online discussion someone said, "I know Seth Bodnar. He is doing his best to make UM excellent and sustainable. There is simply no way to keep UM alive without severe budget cuts. President Bodnar has great passion for students and learning." I'm sorry, but this is clearly BS. Saying you care about something and then going out of your way to harm it means your care is empty. Clearly we have a difference of opinion on what caring for higher education means. I hope this message spurs some further reflection before this course of action is continued.

Thank you for your time,

Reference 30 - 0.04% Coverage

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### **What are your general comments about the President's recommendations?**

I graduated from the University of Montana English Teaching program in 2007, after serving two combat tours with the Montana Army National Guard in Bosnia and Herzegovina, and Iraq. I served both tours as an infantryman and had to interrupt my college education while deployed. During that time, the teachers and advisors from the English Literature and English Teaching departments not only kept in contact with me, but also sent me reading lists and books to keep me in the practice of the workload demanded by the rigorous program offered on the Missoula campus. Not only did that prepare me to come home and complete my degree, but the books sent to me kept my study of humanities fresh in places where the ugliest side of humanity was in play, and for that I am forever grateful.

Since graduating with honors from Missoula's esteemed English department, I have been a leader in my buildings, my district, and my state. I have earned accolades for the work I do with students ranging from homeless to the daughters of senators. I have succeeded in what we in Missoula could consider dangerous inner city schools, and succeeded in environments with upper middle class parents concerned with which ivy league school their student will attend. I have excelled as a nationally recognized leader in technology and English education, and have developed and written both English and technology pathway curricula for a district serving nearly fifty thousand students. None of this would have been possible without the education I received from the faculty in the University of Montana English Literature and English Teaching departments.

I work in English departments filled with teachers with their Master and Doctoral degrees in education, and I am successful as a linguistic and pedagogical leader due to the value of the education and training provided through my baccalaureate program in Missoula. I offer that every achievement in my professional career is a direct result of my time in Missoula and the continued contact and support I receive from those professors, mentors, and colleagues who have always done so much for all of their students.

For the last thirty years, our country has pushed that every student needed to attend college, or they would be left behind on the trash pile of economic history. Now that we have found the need for technical positions is growing, the pendulum of a reactionary system swings far past the mark necessary for a long-term balance between the world of CTE and the humanities. As a business owner as well as a teacher, I also understand the bottom line. When discussing the value of the humanities in any society, the prospect of the cuts and consolidations proposed in the Strategy for Distinction seem short-sighted and reactionary, a profit/loss driven decision devoid of the deeper, long-term value that a strong humanities department offers to students of all majors and a society as diverse as ours. I could argue that in our current geo-political era, we should be bolstering our study of languages, linguistics, history, art, music, and anthropology if only for the benefit of those students and graduates that will have to utilize empathy, true critical thinking, and the ability to ask thoughtful questions when faced with dehumanizing natures of efficiency and the bottom line.

With great respect for your accomplishments and the position you hold, I strongly advocate for the reconsiderations of the drastic cuts to the staffing and restaffing of positions held in all of the focuses of the English department at the University of Montana.

Reference 31 - 0.04% Coverage

I am deeply affected as an alumnus to learn that the department of Modern and Classical Languages will be facing drastic changes within the next coming years if President Bodnar's plans go into action. For five

## **UM Strategy for Distinction: Feedback**

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years I worked hard to achieve my BA in French, with minors in Japanese and Linguistics; to think that another prospective student will no longer be able to follow in my path at the University of Montana is disheartening.

In high school, I was told my value as a student depended only on my knowledge of mathematics and sciences; despite my straight As in my French courses, I was told my skills and interest in foreign language were not admirable and I was put at a level beneath those students passionate about subjects that showed up on the SAT exam. When I applied to the University of Montana, I was excited that I could explore the world of foreign language and culture in more depth; I also quickly learned that there was a strong community waiting for me who understood my interests and considered my skills and knowledge valuable. I was no longer pushed under the rug for wanting to share modern and classical languages with the world and myself; there were handfuls of dedicated professors at UM to guide and support me every step of the way. To this day, I am in contact with them not only as mentors but also as close friends. Without them and without this language department, I would have never realized what I was able to achieve and I would have never realized that I had a valuable, important, and respected skill set.

Not only did I walk away from the University of Montana with an amazing educational experience in the modern and classical languages, I also got to travel the world and build lifetime relationships with a variety of diverse people who I would never have otherwise come into contact with. I visited Paris with Dr. Ione Crummy of the French department my junior year as part of her class on the French theater, and it was an incredible, life-altering experience I will never forget. I later visited Japan where I attended a summer session with our sister university, Doshisha in Kyoto, and was able to later compose an essay for an independent study with professor Brian Dowdle of the Japanese department comparing my educational experiences in the two countries.

I cherish the memories made during my years at UM with the department of modern and classical languages and I cannot imagine what it would be like stripped of their influence. Without language, culture, and world history, the campus will become a smaller, less diverse place. While I understand that foreign languages will still be ever-present at UM even without the possibility of majoring in them, I cannot stress enough that removing this possibility will send a very clear message to all those considering enrollment: at UM, foreign languages and cultures no longer matter. By taking away the opportunity to major in modern and classical languages at the University of Montana, this is the message that is sent to me.

I graduated in the Fall semester of last year, December 2017, and I now am preparing for my master's degree in French at the University of Hawaii at Manoa this August, where I will also be instructing entry-level French courses as a graduate teaching assistant. It is my passion to raise cultural awareness and interest for all foreign languages and I am overjoyed with the chance to become like one of the mentors I once looked up to at UM. Without the department of modern and classical languages at the University of Montana, I would never have achieved this position in my life.

I ask President Bodnar and his associates carefully consider the detrimental effect cutting the Modern and Classical Language Department at the University of Montana would have, not only on the campus, but on the world. If UM sends out the message that it no longer values foreign languages enough to maintain its staff and department in full, who will be next? Language preservation and maintenance efforts begin with encouraging interest and participation and end when people no longer see their intrinsic value. By eliminating the language majors and cutting the department's staff, the University of Montana will be declaring to the world that it no longer values them.

Thank you for your time and consideration.

Reference 32 - 0.04% Coverage

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

Dear Sir or Madam:

Can you please forward this message to the appropriate recipient? Thanks so much.

I am a UM Alumni (MFA, 1988) and would like to submit a public comment regarding the faculty union (or faculty senate) meeting last week, and the proposed budget cuts to the University. I heard the report on the morning radio news. There was talk of cutting several campus staff positions, 50, I believe. The report also stated that public comment was being solicited.

I feel very strongly that way too much money is being spent on the football program, as well as other much-touted sports teams. Mainly, the exorbitant salaries that the coaches get. I am a middle school teacher who works long hours, 6 and sometimes 7 days per week. Forgive me, but I really don't feel that the UM coaches work any harder than I do, and certainly not any harder than our K-12 coaches. Yet they are paid MUCH, much more.

Many of my students are very athletic and work very hard at their chosen sport, to make the team. As their teacher, I always make an effort to make their games and show support, as this is where their passion is. At the middle school level, these kids play for the love of the sport. But I feel that somewhere at the college level, that that love of the sport got lost. Just saying.

I feel that UM could save all kinds of money if they invested in education and academics, to include all students, not just the football and basketball players. Thank you for your time, and for forwarding this message on.

Reference 33 - 0.04% Coverage

The German language skills that I acquired at UM were directly linked to receiving a Fulbright Grant to teach English in Germany in 2016-2017. The experience I gained during this year abroad was invaluable, and a large part of that was due to experiencing it in a second language. Aside from the cognitive and professional benefits of being multi-lingual, knowing a second or third language allows you to understand the world in new ways - the language itself tells you something about how its speakers view the world and it allows you to be more empathetic - both things that the world needs more of.

UM has long been lauded for the number of Fulbright scholars it produces, and while I don't know the exact numbers, I would hazard a guess that many of these grantees come from the language department, whether through major or minors in the program. It would be a real shame if the university destroyed a program that has contributed to such a rich pool of alumni success.

Adequate language instruction requires more than one instructor per language. I started at UM with no language experience and was able to finish the German program in 3 years, including one semester abroad with the German department, thanks to the dedication of the professors within the department; my journey to conversational fluency would not have been possible without the opportunity of having multiple native and non-native speakers to have in-person conversations with. This is imperative for developing the ability to understand different speaking styles. Under the proposed restructuring, the University of Montana can no longer claim to offer legitimate language instruction. Part of the reason for the current enrollment decline is the decrease in academic offerings. Often, higher level classes are the first to go when positions are reduced in any given department. This naturally reduces interest in lower division classes--why should students spend time on pre-requisite and intro classes when there are fewer and fewer advanced classes to work towards?

The University of Montana serves a unique role as Montana's last and best option for an affordable liberal arts education. Young people are already leaving Montana in search of other opportunities, and

## **UM Strategy for Distinction: Feedback**

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further destroying the last Humanities program in the state will not help attract more students, it will just lose UM those who would have come here for these opportunities.

These proposed cuts to the Modern and Classical Languages and Literature Department are not only a direct affront to the idea of a liberal arts education, but a step towards insularity in an increasingly international world. For a university that has put a lot of work into creating an image of a "global education," gutting the language program is a direct contradiction to that effort. You cannot claim to create "global citizens" if your students aren't able to gain competency in foreign languages.

I ask that you please reconsider these devastating cuts to the MCLL department - the program is extremely important, and the instructors are invaluable in teaching their students to think beyond the classroom, beyond English, and into the future.

#### Reference 34 - 0.04% Coverage

I graduated in 2012 from The University of Montana dance program with a BFA in choreography and performance from the School of Theater and Dance. The education I received during my four years attending this program provided me with invaluable skills and knowledge that continue to serve my career today. I am a professional dancer living and working in New York City. I have traveled the world performing for various choreographers and companies. The dance program at UM gave me the foundation and necessary skills to succeed in my chosen career path.

It is baffling to me that the University wants to stifle the growth of its artistic sector. The dance program has received national acclaim, while I was there we performed twice at The Kennedy Center in Washington DC, representing the University of Montana at a national level.

UM is the only institution of higher education in MT that offers degrees in dance. With these proposed cuts, the ability of the School of Theatre and Dance to offer BA and BFA degrees with specializations in Dance will be hindered and that effectively means that, Montana now stands the chance of being the only state in the United States of America that will not be able to offer its constituents the opportunity and access to earn a degree in the art of dance. With the loss of a full time faculty member in the dance program, they will mostly likely struggle to offer a full curriculum with integrity, and specifically offer a BFA in dance. It will be too much for Heidi Jones Eggert and Nicole Bradley Browning to offer. By cutting three positions from this program, you will hinder the ability for the program to grow and recruit new students.

Additionally, dance has become a highly integrated component of the Missoula Public Schools due in large part to the work of Karen Kaufmann. With the loss of faculty in the program, they stand the chance to lose the ability to train future educators in how they can use movement to educate the next generation, a distinguished characteristic of the Missoula Public Schools and the way that the Dance Program has served as a critical partner in this effort.

Over the past 5 years, dance has suffered incredible cuts that have decreased the offerings as well as the opportunity to grow enrollment. Despite these cuts, they remain a program of great distinction in the region and nation, and ironically lack recognition at our home institution.

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

I am proud to be an alum of this program. However, the more that this University continues to devalue it's artistic community and exploit the generosity it's professors by cutting jobs and adding more work onto an already strapped department, the more you disgrace the University and tarnish its name.

I implore you to reconsider these recommendations and think about the future of the artistic community and dance department.

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Reference 36 - 0.04% Coverage

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

As the university moves forward with budgeting/cuts I would like to call attention to the dance department. I am now employed with the San Francisco Unified School District, and contribute UM's dance professor Tarn Ream to my success in being employed as an educator. It was with her spark, enthusiasm, patience, and knowledge that I have made the decision to teach. Programs like hers are important for the development of the University. The arts make a culture rich with spirit, a foundation the University of Montana can not choose to lose.

Reference 37 - 0.04% Coverage

I am writing in support of maintaining funding for the University of Montana's English and Creative Writing programs and filling any vacancies created by retiring faculty. I am a 2015 graduate of the MFA program applying to academic jobs and PhD programs, and I worry that cuts to funding will not only render my diploma less meaningful to other institutions, but that it will dull the vibrancy of UM's intellectual community, degrade its broader reputation, and drive young Montana writers out of state.

The MFA at UM has turned out scores of creative writing professional powerhouses. We publish fiction, nonfiction, and poetry in well respected journals and magazines. We publish widely read books to critical acclaim; win prizes (Pulitzers, even!), fellowships, residencies; and teach at other institutions of higher learning. As MFA graduates, we have only brought good things to the University of Montana's name, and it would be a shame to end that legacy here.

It would be a grave mistake to overlook the fact that creative writing draws students to the university. While teaching Introduction to Poetry Workshop at UM, a number of my freshmen told me that they had come to UM specifically because of its creative writing reputation. Even students who were ultimately majoring in other subjects told me that it felt special to them to be able to round out their education through taking creative writing electives with renowned faculty. Although all of the arts and humanities are inherently valuable and deserving of funding, UM's creative writing program is extraordinary, and its unique status was acknowledged in 2013 when it was named a program of national distinction. In the MFA, even those who are not offered funding still want to attend (and bring their tuition dollars) because of the program's reputation. And this reputation has clout far beyond the Pacific Northwest. Every year for the past five years, I have attended the Association of Writers and Writing Programs (AWP) Conference, and whenever I tell a stranger where I got my MFA, they know the program, can name someone on faculty, and they tell me how lucky I am to have attended. Unfortunately, cuts to TA fellows' stipends will undermine the program's competitiveness and ability to draw the most talented writers in the country.

Beyond the department being an indispensable draw to potential students, we cannot ignore the impact of English and creative writing scholarship on students' intellectual and personal development. Joanna Klink, Prageeta Sharma, Amy Ratto-Parks, David Gates, Debra Earling, Karen Volkman, Bob Baker, Brady Harrison, and the visiting Hugo writers fundamentally changed how I view not only my field, but the world around me, and I bore witness to similar changes in my students during just one semester of teaching poetry. One told me that he had never particularly cared about school or his education until he began reading and writing poetry in our class. He went on to major in English education in order to effect similar changes in the lives of young people. An Economics student changed his major to Creative Writing. A young woman battling mental illness said that in reading the poems of others and sharing her own, she felt less alone. Another told me that she felt like she had learned in our class not only how to read and write poetry, but "how to be a better person." Maybe that sounds a little vague and

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

sentimental, but this is what it feels like to be young and coming alive to poetry-- like you are discovering yourself, how to be that self and how to navigate life and empathize with others. Writing well is a useful professional skill, and being able to communicate with and willing to understand others has resonance far beyond an office or classroom; these are life skills. Traditional undergraduates encountering poetry, fiction, and nonfiction are given permission to be who they are at this critical juncture in their self-realization. This is what you would be losing if this department is sacrificed to the gods of fiscal solvency.

Furthermore, no other school, public or private, in the state of Montana has a creative writing department like UM's. Cutting six faculty positions or not filling vacancies seriously hurts the program's ability to meet the demand for creative writing instruction. Montana students who are serious about writing will either be denied the opportunity to study in such a highly ranked and competitive program or be forced to pursue their passion out of state where they will have to pay much more to do so. (Those, too, are dollars driven away from UM.)

I know that the budget has to be balanced, but I ask that you consider the weight of your decision on those who have found (or could find) true meaning, purpose, and worth in those classrooms-- current and future students, faculty, and alumni.

Thank you for your time,

Reference 38 - 0.04% Coverage

This is exactly more of the same mis-planning and mis-management that has failed to pull the University out of this nose dive. Double down on academics, laud the value of our faculty and professors, and commit to this institution for what it is meant to do: educate.

Reference 1 - 0.13% Coverage

Please save the MFA program! When I was an undergraduate looking for MFA programs in 1996, my writing professor handed me the list of options and said, "most of the programs are very similar. Choose people you want to work with and a place you want to go." I took one look at the white letter M on Mount Sentinel and knew that was where I wanted to go. For MFA students from around the country, there is something special about the town of Missoula and the university there. "The Last Best Place," everyone called it, and it truly was. The time I spent there opened my eyes and my mind as a writer and a person. Writing in a place where Richard Hugo wrote, where Bill Kittridge taught, where the sky was as big and wide and open as I'd ever seen, was one of the peak experiences of my life. Please don't take that opportunity away from future generations of writers and thinkers and lovers of the wide open sky.

Reference 2 - 0.13% Coverage

The task of evaluating programs at UM is daunting and necessary and frightening for those of us who support the university to observe. I do not possess the hubris it would take to criticize the process or the president's recommendations.

Instead, I will speak as alum who attended UM while my two children were also earning their degrees. All of us draw on the language skills we learned here in our current careers.

## **UM Strategy for Distinction: Feedback**

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My decision to return to higher education in my 40s was solely driven by the nationally recognized excellence of the creative writing program. I wasn't disappointed and have recommended it to multiple generations since I graduated.

Foreign language and cultural studies gave me the chance of a lifetime to study abroad under the tutelage of Asst. Professor Marton Marko. I can't express to you the life-changing experience that offered and couldn't guess what it would mean to someone in their 20s.

My bothers studied here in the 1960s. My children and I had the good fortune to follow 40 years later. It was the department of humanities that brought every one of us to the campus.

Please, please don't sacrifice one of your strongest programs out of enrollment fears. I have a grandson who is next in line to learn how English and writing and foreign languages and literature make our lives richer.

Please reconsider cuts to these departments.

#### Reference 3 - 0.13% Coverage

I am not a dance major nor a dancer, rather I am a photographer who has come to know dance and dancers with a great admiration. For the past 8 years I have seen creativity, positive encouragement, commitment to a work ethic and importantly a passion to life that inspires.

In spite of its size, the UM Dance Department has achieved recognition of excellence not only from regional schools"many much larger than UM"but also on a national stage. The UM Dance Department sends dance majors to the Northwest Regional American College Dance Festival. College and University departments enter two choreographic dances to be adjudicated by nationally recognized professional dancers. Ten dances out of the 50 -60 are selected by these adjudicators. UM has the past two years had both entered dances selected for the gala. Two are chosen to go to the National ACDF in Washington DC to perform at the Kennedy Center. This year Everyman^Alright was chosen to go.

As impressive as these accomplishments are, it is not the major reason I feel this department existence is vital to the University and the students. The value lies in the work ethic and skill set that is instilled in the student.

Choreography is inherently a creativity process. It tells a story through movement. Movement, other than a solo, is learning how to move in space with others, while telling the story. It is physically demanding and to effectively tell the story there needs to be a harmony of purpose from all the dancers. A rehearsal often is in the evening after a long day of classes. Dancers are expected to show up for all rehearsals"to not can and does result in being dropped from the dance. I have seen dancers who are injured sitting on the side during the class or rehearsals learning by watching. This devotion is unique. You have to show up

One of the challenges facing our society is how individuals navigate the needs of everyday life with the inherent reality of being human. Business does not need mindless workers. Society to positively evolve absolutely needs people who can critically think, who can creatively come up with solutions to problems, who can harmoniously work with others, who encourage others to excellence. The Dance Department does this.

#### Reference 4 - 0.13% Coverage

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

I'm a UM alumnus, a graduate of the journalism school, and I was drawn to the university in the mid 1990s for its reputation for nurturing great writers. Though I sought a degree in journalism, my first love was creative writing and I studied in both programs throughout my time at UM. It was not just the terrific authors of the era " James Welch, Kevin Canty, Bill Kittredge, Richard Hugo, Chris Offutt " that made Missoula the ideal place for me to learn my craft. It was the community created by those writers and their students that made Missoula what it was: the penultimate place to entrench oneself in the written word; to feel at home in crafting draft after draft of short stories and novels and articles; and to write with purpose and passion, surrounded by other writers, all in pursuit of higher learning and of higher craft.

Tonight, I will attend the Oregon Book Awards, for which I am a finalist for my nonfiction book *The Fish Market*, published in November 2016. *The Fish Market* has been featured on NPR's Marketplace and many other radio shows, was an Amazon Best Pick and garnered an invite to last year's LA Book Festival for a discussion that aired on C-SPAN's Book TV. It published on the Macmillan imprint at St. Martin's Press, one of the five largest publishers in the country. It followed my stint as a fellow in the prestigious Alicia Patterson Foundation Fellowship program and as managing director of one of the first nonprofit newsrooms in the nation, InvestigateWest in Seattle and Portland. Writing in Missoula set me on the path to these achievements.

The university's creative writing MFA program truly made UM and Missoula "the last best place" for me. Today, it is a top-ranked program nationally and one of the signature programs giving the University of Montana its reputation as a special place for writers in the West. While I understand that you face difficult choices in remedying the university's financial crisis in the weeks and months ahead, I implore you not to diminish a program whose reputation has been built for decades, and should outlast this moment. The MFA program rightly belongs to any future in which the university honors the ways of communicating, creating, knowing, and living that now guide this decision. Please be this program's thoughtful steward and recognize that it nurtures writers from every other discipline at the university, and that all of us represent UM on a national stage. I believe those dividends are worth the costs.

#### Reference 5 - 0.13% Coverage

I write as a proud UM alum. I have read your draft "University of Montana Strategy for Distinction," and have grave concerns. While I understand that enrollment and budget shortfalls must be addressed, key parts of your strategy risk destroying UM's legacy of excellence and future opportunities of UM graduates. As you revise your strategic plan, I urge you to undo those areas where "in seeking distinction" you are slamming the door in the face of Montana students who seek admission to top graduate programs.

I attended the University of Montana on a Presidential Leadership Scholarship. I graduated in May 2003, with a major in English (double emphases in Literature and Creative Writing) and minors in French and Women's and Gender Studies. Throughout my time at UM, I also worked extremely closely with faculty in the Liberal Studies program (now called Global Humanities and Religions), especially with Dr. Ruth Vanita. To put it rather differently, every program that shaped me is on your chopping block. After UM, I went on to get my PhD in English at Stanford University. During the time that I was there, my program was ranked as the top English PhD program in the world. That rank should give you an example of what the faculty and curriculum at UM prepared me for. When I was in high school in Helena Montana, my

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teachers urged me to refuse UM's offer of a full-ride scholarship. They told me, "Nothing good comes of a state school. You'll ruin your life if you don't go someplace better."

Clearly, they were wrong. The faculty I worked with, in English and across campus, pushed me and transformed me. Their teaching prepared me so that not only was I admitted into a top-tier PhD program, but I could also thrive once I was there. I was the top student my year in our Qualifying Exams. I spoke with local business leaders (which is to say, the heads of Silicon Valley) about Stanford Libraries. I was awarded a Diversifying Academia, Recruiting Excellence pre-doctoral fellowship with funded, among other things, a trip back to Montana for me to meet with undergrads at UM, UM-Western, and Carroll College and talk about graduate school and pursuing a PhD.

I also served on the Graduate Admissions committee for English at Stanford, reading the files of would-be grad students and joining faculty in determining who would get offers. Your proposed cuts to the humanities at UM, in languages, in faculty, make me fear that in the future no Montana student like me will make the cut at top-tier PhD programs. And when you make it so Montanans are no longer competitive for those programs, you are deciding that we have no place shaping the future of higher education in America and around the world.

After I earned my PhD, I went on to hold a Council on Libraries and Information Resources Postdoctoral Fellowship in Data Curation for Medieval Studies, funded the Mellon Foundation. I joined international teams of librarians, humanities professors, and technologists working to make the vast unseen archive of medieval manuscripts freely available online to any user, anywhere. I had no formal training for this. Instead, I like to think that I am one of those "agile, lifelong learners prepared to solve complex interdisciplinary challenges" that UM has long sought to educate. But I want to be clear: UM's English Department, as well as the humanities and women's studies courses and independent studies I took with Ruth Vanita gave me the foundation, helped me become an agile, interdisciplinary lifelong learner and doer. When you seek to balance your budget by removing scholars like Ruth, you are undermining the university's ability to produce students like me.

You also risk UM's international reputation. One of my proudest moments as a Stanford affiliate was seeing Ruth brought to campus as an expert on sexuality and eroticism in Indian literature and culture, pre- and post-colonization. Sitting in the audience, waiting for the talk to begin, I could hear whispered discussions, "Where is she from? Really? Montana? They must have more going on there than I thought." With faculty like Ruth, UM raises its international profile. When you erase positions and programs in the name of "distinction," you are "in fact" reducing us, removing us from that larger stage and remaking us into some small regional player. That's not who we are.

As a student, I took immense pride in the prestige and quality of the Creative Writing program, and the skill and well-earned fame of my teachers there. I use what they taught me on a daily basis as I pursue my own research and publication agenda as a professor. I am also proud of my connections with Ashby Kinch. Although I was never his student, he has been a valuable mentor and friend. He also maintains an international scholarly reputation, organizes events at top conferences, and has begun an innovative new gathering—the Montana Medieval Roundup, which gathers Montana-born medievalists like me back to UM as an intellectual home, to trade work, mentor the next generation of Montana-bred scholars, and celebrate our deep, shared pride of place. The Montana Medieval Roundup held its first official gathering last year. We'll meet again in 2019, on UM's campus, if it still makes sense to gather there.

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I understand that you have difficult decisions ahead, that you inherit a damaged reputation and a previous administration's foolish move to cut \$1 million from the university's recruitment budget at a time when enrollments were in crisis and needed more funding and more resources. I don't blame you for those things, and you have my sympathy for what lies ahead.

However, I would urge you to think carefully about what you mean by "distinction" in your strategic plans, as well as the long-term consequences of austerity measures you put in place today. Do you want to be able to recruit top Montana students? Or are you content to lose them to teachers and counselors who tell them "Don't go to UM. You will ruin your future"? Do you want UM students to continue to win places in top humanities graduate programs and, from there, to pursue leadership positions which will continue to raise the profile of the University of Montana? Or are you cutting the programs and professors who made that possible?

I would hate for you, in the name of "distinction," to gut these programs and get rid of these professors, to effectively roll up the sidewalk behind me so that no other, future UM students have a chance at the same opportunities.

#### Reference 6 - 0.13% Coverage

Your "Strategy For Distinction" is to cut out the heart and soul of UM and Missoula? The English and Modern and Classical Languages and Literatures programs put me on a course to my dream career. I had exceptional professors, especially for a state school - professors whose jobs you are about to eliminate. Please know that if you proceed with this plan, I will never donate to the university, attend a Griz game, or recommend that a young person I know consider applying to UM. And I will tell everyone I know to do the same.

#### Reference 7 - 0.13% Coverage

The President's recommendations are ludicrous. UM has been a distinguished leader in the arts and humanities for decades thanks to the dedicated faculty in the Departments of English, Film, and Modern and Ancient Languages. Simply cutting from these departments to address an enrollment and budget crisis is shortsighted and, it seems, an issue of highly paid administrative leaders passing the buck to faculty members.

UM leads a national search for a new president and the guy they hire doesn't even have academic leadership? His big idea is to cut the core of the distinguished liberal arts part of a storied liberal arts college? Why don't you just hire a "restructuring" private equity group as president already and be done with it?

As an alum who found a home in the humanities department and graduated with a degree from the College of Arts and Sciences, it's disheartening to see such colossal failure on the part of UM's leadership. Budget crises are nothing new to universities these days. Neither is the slash-and-burn "solution." It only takes a few minutes to see how these "bold new ideas" are working out for other universities: higher reliance on adjunct faculty, higher reliance on technical training, and higher paid football coaches (also, how the heck did Bobby Hauck get a job after permanently staining the Missoula community?!).

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

It's a shame that a leadership group that loves to talk about big ideas and commitment to liberal arts and the thinking those arts develop is somehow beholden to the same ideas that are sinking universities everywhere. I expect better.

Reference 8 - 0.13% Coverage

With great concern, I have been following the news of cuts at my alma mater. I am writing to express my support for the English Teaching Program at The University of Montana. As a proud Grizzly alum with both an undergraduate and graduate degree from the UM, what I know to be true is that "right-sizing" might not be the best option for the English Teaching program at UM. Instead, considerations might be made with "right-humanizing" in mind.

The draft recommendation says that those at the university strive to "educate agile, lifelong learners prepared to solve complex interdisciplinary challenges. We embrace social mobility as a core value, helping students realize their full potential and launch purpose-driven lives." I am writing to tell you that I am living proof that you have achieved this goal.

In the 12 years since graduating with my MA(T) from the UM, I have been fortunate to find work at a wonderful high school in the Rocky Mountain region. I have been a leader in my school, district, and state. I have been an English department head, curriculum leader, and district coordinator.

Most recently, I have experienced two great successes: elected President of the Wyoming English Language Arts Council (WELAC) and elected Chair of the Secondary Section Steering Committee, a branch in the National Council of Teachers of English (NCTE) organization. This election placed me on the Executive Committee where I will have the opportunity to make decisions for high school teachers across the nation.

My election to President of WELAC stemmed from my work more than a decade ago networking, recruiting, and collaborating in my home state of Montana. It was there that I learned about the human connection, that I learned to listen, and that I learned a room of great minds is as great as that room filled with great minds. It was The University of Montana that provided room after room of great minds in which I could grow as a student, teacher, and person.

The English Teaching program has been slashed already to one full-time instructor. While the adjuncts do provide quality instruction "I was once one myself" it is the tenured staff who attract quality applicants to the program. One tenured instructor can only do so much work to recruit graduate students, teach the course loads, mentor new teachers, and manage the department. As the numbers of instructors decreases, so, too, does the visibility of the program. It is deeply concerning that the MA in English with a Teaching option will be lost.

By "right-humanizing" when making decisions, it becomes clear that there are people who are living the vision of the UM. I am a proud graduate of the English Teaching program and I have taken full advantage of the vision provided by the university, taking advantage of the "substantial opportunities for students to engage with their faculty, connect across disciplines, and gain important career skills such as written and oral communication, cross-cultural understanding, teamwork, service, and leadership development." I am just one living example of many who lead successful, purposeful lives; lives that were energized and supported by the English Teaching program at The University of Montana.

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

This is one program that fosters ambitious educators who endlessly contribute in positive ways to the city, state, and Western region. I urge you to consider my support to maintain the English Teaching Program at The University of Montana.

#### Reference 1 - 0.06% Coverage

The plan seems short sighted, narrow minded, and lacking in imagination, leadership, and courage. It is also anti-education and anti-equality. The fact that Montana is spending nearly \$70,000 a year on each individual athlete at no significant impact on FTE or revenues -- in fact at a loss (<http://spendingdatabase.knightcommission.org/fcs/the-university-of-montana>) -- is reckless and irresponsible. Further, according to the NCAA's own findings those costs will only continue to climb. The President has shown he is no different than all the other's that are in the pocket of the NCAA: when times are tough cut humanities because the public does not understand their value and will not complain. Short sighted, ignorant, and sad. The president is telling Montanans that if they aren't wealthy they do not deserve an equitable education, but they can enjoy athletics even if it is at the cost of the schools reputation (which contributes to the decline in enrollments). My donations will no go to Montana until there is leadership on campus that actually supports education over scandal ridden athletics and the NCAA billion dollar money grab.

#### Reference 2 - 0.06% Coverage

As a former student at the University of Montana I am deeply saddened and troubled by the new development strategies suggested by you and your administration. Although I understand the financial need to consolidate and streamline university systems, I find your direct attack on the Humanities, specifically, the MCLL department disturbing and short-sighted. Humanities have always provided the backbone of the University of Montana's academic arsenal. I was afforded the opportunities to study with inspiring professors, travel abroad and learn about new cultural perspectives through the completion of my German degree. Only through the support of my wonderful professors, specifically Hiltrud Arens, Liz Ametsbichler and Marty Marko, was I able to ignite my passion for international studies and achieve a level of language competency that allowed me to successfully apply for a Fulbright Scholarship, which I am completing in Germany this year. Though enrollment in German Studies and other MCLL subjects is clearly limited, the intimacy of these language programs was one of the deciding factors in my choice to attend U of M over more prestigious, liberal-arts universities.

In addition to the educational, cultural and moral importance of a Humanities-based education for myself and our civilization at large, supporting Humanities programs makes good business sense. It seems obvious that Cruzado and her team at MSU are outpacing the UM administration in nearly every measurable dimension, but especially in the fields of Engineering and Sciences. Does it not make sense to specialize, focusing on a Humanities-based development strategy at U of M, where the legacy and community infrastructure for this Humanities support is well-developed? Potential students, interested in the Humanities, as I was when I first toured UM in 2013, will recognize that the environment in Missoula is especially complementary to creative, artistic, and literary minds.

Alas, alumni with German degrees don't always rake in the big donation bucks for their alma maters. But, in a time in which greed and big money seem to be dictating much of America's political and social structures, I find it disheartening that education, our best tool for fighting such hypocrisy and corruption, must be governed by the same selfish principles.

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

I hope you take my comments into consideration and look forward to hearing back from you and your team.

#### Reference 3 - 0.06% Coverage

As a Montana, current student and alumni of the University of Montana, I feel deeply that this committee is taking a path which will cause irreparable damage to the academic reputation of this institution. While your methods may temporarily ease the strains of budget crisis, they seem less likely to boost enrollment in the near future. They may, however, damage faith in the University's standards and core beliefs, turning a passing slump into a continued downward trend. Your current proposal offers a mission statement claiming to value critical thinking, communication skills, life-long-learning and a strong commitment to the liberal arts. Yet your attached budget proposal, which makes modest cuts across-the-board but deeply slashes every area of the humanities, contradicts these claims. This kind of double-talk expresses a contempt for the departments which have long been the mainstay of this institution. While the University of Montana has a strong reputation in-state as a liberal arts hub, that reputation will rapidly decline when the populace sees the administrations' mission devalues its strongest elements. I fear these choices will cause the loss of students who have already chosen this university, and the future loss of those would have considered it a first choice due to its strong liberal arts programs. All this will occur in a grasping attempt to compete with programs already better represented elsewhere in this small state or worse, reduce this university to a stature of a community/technical college.

Currently, you are sending out the cries of fire in a crowded building amongst your liberal arts students. They fear they have made poor choices in attending this institution and will share that far and wide. And that is today. Once you begin cuts it will slowly occur to students of every other discipline who take advantage of these departments now, that their educational opportunities have been severely limited due to fewer available classes, larger class size, and less diverse options. Because if you cut faculty, this will inevitably happen. The communication skills students develop in a variety of writing classes and the study of visual arts, literature, languages, film and theater will be restricted. The critical thinking skills they find in all these classes will be fewer. And what you may not notice, is that while degree areas like these might seem frivolous, they are the classes that most students seek out when they can. They are desirable, not because they are light or easy, but because they enhance people's whole lives, and they deepen a student's understanding in other areas of study. They also broaden students' understanding of the very complex and globally connected world we live in today.

Moreover, if the committee wishes to recruit out-of-state students it will not do so until it addresses the issues of rampant sexism in the form of the gross neglect and abuse of former female students. The current drop in enrollment stems largely from local population trends, outdated recruitment methods, and economic shifts, but it is also the result of past and present administrations' failure to hear women's voices and address their concerns on a large scale. Cutting the academic disciplines which have made it a goal to study and develop tools to address this type of concern is foolish at this delicate time, when you need their guidance more than ever. Instead, the administration should look to its strong liberal arts community to find a new path forward. One which unequivocally admits past abuses and sets a clear path to a better future. This stance should be very strong, clear and well publicized. Because communication does matter, and there have been numerous voices crying out against this University, loudly, publicly and with good reason.

Writer's can make a huge difference in public perception. The University's drop in enrollment is a testament to the extent that a book and journalism can impact economic reality. Perhaps you should acknowledge that power. If you want to market U of M, look to what you already have, like a thriving creative writing program. If high school students are seeking out programs and degrees you don't offer,

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use your marketing skills to convince them of the merits and job opportunities in areas this university has developed.

I ask you to keep in mind, you represent this institution as a whole and the investments of your alumni, faculty and the state of Montana. The choices you make will affect not just today's students or the budget constraints of the next few years. How you make changes, and the means by which you express your goals, will affect how other institutions, the public and students perceive the University for many years to come. The value of the degrees your alumni have earned and the stature of your faculty depend upon the overall reputation of this institution. Please, do not toss aside the esteem your alumni and faculty have earned through the life of this school. Do not squander the investment state residents have made over the years, in funding the development of a strong liberal arts institution. Montanans depend upon our institutions of higher learning. Keep in mind, universities are not merely competitors in a marketplace. They should create the standards by which human development is measured. They should set goals for generations of young people to attain. And if people fail to see or understand why these standards and goals are desirable, then universities should lead the way in making their value known.

#### Reference 4 - 0.06% Coverage

As a UM alumna and Foundation donor, I have been asked to review the recently published strategic plan draft and send you my comments. I am pleased to do so. My family and I have had a long relationship with UM dating back to the 1920s when my mother was a student (class of '29). As I was growing up I knew all the words to all the UM fight songs. My sister and I both graduated from UM. After my mother's death in 1999, my sister and I established the Louise Lilly McBride Scholarship Fund for the Department of Languages and Literatures to support student overseas travel. I made the academy my life's work and retired as Emeritus Professor of Political Science from Florida Atlantic University (FAU), after a 40 year teaching and research career there. Presently, I am enjoying retirement back again in the Northwest.

I read the draft with interest and a sense of familiarity. FAU is a regional state university which has often struggled with inadequate funding from the state legislature for its programs and goals, regularly finding it necessary to respond to political leaders who wish to wring more student FTE out of declining funds. The exercise UM has had to go through is drearily familiar.

However, it does, as you say, give everybody a chance to take a good look at what has been practice for several years and take stock of what is working, what is not and how resources can be efficiently used to reach university goals. And, once the process is complete and if it works with the "higher powers" then the university has potential to be stronger. So, in this letter, I want to point out a few things that struck me as positive and cast doubt on others and ask some questions.

One of the most dramatic proposals is the establishment of the Montana Core giving all students a set of competencies that will prepare them to succeed but also be flexible in the dynamic society they are part of. Developing that curriculum and finding the resources will be a challenge as well as dealing with the concerns of discipline based faculty used to devising specialized degree requirements. However, I think it's an exciting and worthwhile endeavor; when I was a student long ago, we had to complete just such a series of courses (the only reason I took botany, actually and now I am glad I did).

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In addition, I read with keen interest the recommendations you set forth that affect the College of Humanities and Sciences in general and the Department of Languages and Literatures in particular. Here are my comments and questions:

1. Justifying changes in administration and programs based on facilitating "interdisciplinary" teaching and research has been popular for some time. At FAU, I was active in developing an interdisciplinary doctoral degree. However, we learned early on that to be successful in encouraging interdisciplinary or multidisciplinary work we first had to have strong disciplines. They are the building blocks for programs like area studies, women and gender studies, environmental studies. You need faculty who know one discipline well, but who ask questions that require them to cross discipline boundaries. I wish the plan more clearly recognized the importance of strong disciplines as building blocks for reforms.
2. Combining various discipline-based departments into divisions with a central administrative head and staff seems to save funds. Why have individual department chairs and secretaries when all that can be combined into a Division? Just be warned that such combinations can lead to rivalry, conflict and disarray as, for example, the 2-3 philosophy faculty charge that the sociologist who heads the division has no idea what they do or how to evaluate them. At FAU the most successful such combinations occurred when such divisions were created as "schools" (of Communication and Media Studies for example). But it is questionable how much administrative savings resulted from founding new schools. Similarly, at UM, a while back, when the arts broke off from the Liberal Arts College, they created another entire college--spending more money than ever. Perhaps bringing the arts programs back under an Arts and Sciences college would be a way to reduce college level administrative costs? (Of course they'll howl bloody murder!)
3. Why is "student demand" the only criterion for staff reductions that you have laid out? How about the integrity of a discipline/major? The University of Montana has long been the university with the strongest liberal arts in the state. Maintaining the foundational elements of those (i.e. philosophy) is essential.
4. I understand that it is unrealistic for the UM to sustain majors in 12 foreign languages; But is the solution to organize language teaching and research in divisions called "Asia Studies" and "European Studies". These terms refer to socio-geographic studies--making the study of foreign language complementary but not central to the study of a region. Reduce the number of languages but don't try to hide that by giving the result a meaningless name. How does anyone who wants to become a Spanish language teacher explain to an employer that she has a major in European studies?
5. Finally, you recommend "Communities of Excellence" to enhance relevant interdisciplinary studies. It is unclear how these relate to the reorganization of departments and colleges. Again, this recommendation is familiar; at FAU we had "programs of excellence". With that, the resources were directed at specific programs, not at sustaining excellence across the university. That made for desperation and hard feelings among those faculty who were not in those programs; time passed before any of those programs could be assessed. I'm afraid this approach tends to be trendy, not solid for long term excellence. I go back to my argument that the strength of the university is in the traditional disciplines from which dedicated and talented faculty and students can build programs that respond to changing social needs.

Thanks for your attention to my input. I will follow future developments at UM. I am glad that UM has a president who wants to make UM and Montana succeed.

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Reference 5 - 0.06% Coverage

My name is \_\_\_ and I am a Missoula native and a two-time graduate of the University of Montana. I received a degree in Biology in 2010 and a degree in Russian in 2016. In my time at University of Montana I studied three foreign languages - French, German, and Russian. If University of Montana had not had the opportunity to major and minor in foreign languages, I would never have enrolled, not even for my first degree in Biology, because I took language classes concurrently with my science classes from the beginning of my academic career and they are integral to my academic interests in science, communication, and history.

I simply do not understand how cutting majors will increase enrollment at the University of Montana, since every student I know looks at lists of majors to determine whether a university is attractive or not and the fewer majors the worse the university looks.

Additionally, I compared MSU's current language offerings with your suggested cuts to UM's language offerings, and since MSU offers majors in French, Spanish, and German, your cuts would leave MSU as not only a superior STEM university, but also a superior liberal arts university.

How would that possibly make anyone choose UM over MSU? Take me to Bozeman! I would have chosen MSU in a heartbeat!

We are living in an age, where jobs demand very specific qualifications. To replace the language majors with an all-encompassing "European Studies" or "Asian Studies" degree is not only to destroy UM's reputation as a liberal arts school, but also to hamper students' future success. As someone who has earned numerous National awards in relation to my specific degree in Russian language (Critical Language Scholarship, Fulbright, and 3 funded seminars in DC), I am painfully aware that a so-called "European Studies" degree is so broad that it is utterly useless and makes a student look as if he or she is not qualified for anything at all.

I urge you to reconsider your plan to disembowel the foreign language department and liberal arts reputation of the University of Montana.

You may have cited a 44 percent decrease in enrollment in the foreign language departments, but you failed to mention the 30 percent overall decrease in enrollment across the student body. This begs the question, what other bad logic and ill-applied statistics are you using to irreparably damage the quality of education at the University of Montana?

It isn't just a matter of alumni either. My brother is currently studying Greek and Latin at UM, but I guess he'll be looking to graduate elsewhere.

What a sad state of affairs.

Really, and truly, depressing.

Reference 6 - 0.06% Coverage

I don't prepose to know how your budget works or what pressures you have to deal with. However, I plead with you to fund humanities at my Alma Mater. First and foremost is that this is an institution of knowledge. When you have to decide how and what to fund at UM, you should not hesitate to cut

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sports or business. Sure, that's where the money \*can roll from. Potentially maybe. But how about letting people who have a literary mind study with story tellers. Train them to be objective, or tell a story you've never heard that opens your mind I've never heard of a Nobel from UM (although their accomplishments

Reference 7 - 0.06% Coverage

Like many other UMT Creative Writing MFA alums, I read this recent Missoulian article about the extreme challenges facing our program with great concern:  
([http://missoulian.com/news/local/university-of-montana-creative-writing-program-at-tipping-point-as/article\\_bf817f25-5c45-52c2-b862-ee0593113309.html](http://missoulian.com/news/local/university-of-montana-creative-writing-program-at-tipping-point-as/article_bf817f25-5c45-52c2-b862-ee0593113309.html).)

Unlike most of my cohort, I was a third-generation, born and raised Montanan when I entered the MFA in fiction writing in 2004. I grew up in a small ranching town in Eastern Montana in a decidedly middle-class household--my mother a non-profit professional who had completed some graduate school, my father a blue collar worker with only his high school diploma. But whatever their levels of education, both of my parents were avid readers who revered the legacy of the creative writing program at UMT. When I was accepted--after 6 years of living in New York--I felt like I'd won the lottery. Truly. And at that time--in my young twenties and building a life with my girlfriend in New York--the absolute only thing that could (and did) bring me back to Montana was the chance to study in that MFA program. It (the program) made me proud to be from Montana during a time when I didn't have a whole lot of love for the state, partly because it hadn't seemed, for 18 years, to have much love for me as a queer kid growing up there.

My two years in that program ended up being two of the most formative of my life. (Which was so incredible to me, because I thought I'd arrived there fully formed. But of course I hadn't. And discovering that was the most beautiful, weird, searching process.) I simply cannot imagine the blueprint for my life today without my years in the MFA at UMT. I went on to get my PhD in English at the University of Nebraska specifically because of the mentorship of Debra Earling, and on the strength of my brand new MFA and the reputation of the program that had granted it. (After my PhD, I accepted a position at Rhode Island College and am currently an Associate Professor of English/Creative Writing.) At UMT I also started work on the novel that would become *The Miseducation of Cameron Post*--which has won numerous awards, including The Montana Book Award--and was made into a feature film that won the Dramatic Grand Jury Award at The Sundance International Film Festival just this past January.

I not only became a better writer, I became a better human in the MFA in creative writing program at UMT. I am so proud to be one of its alums. My classmates and professors challenged and inspired, supported and sometimes frustrated me--and all of that helped me to make better art my own way. And the thing is: my story is not an uncommon one. In fact, that's what makes it so remarkable. I feel like I'm always reading about fellow UMT MFA alums doing the most remarkable work as writers, yes, of course, but also, crucially, as citizens as teachers and entrepreneurs and volunteers, many of them now raising their families and paying their taxes and doing that incredible work right there in Missoula.

I simply cannot imagine this program ceasing to exist, but the article (and Professor Blunt's comments) certainly seem to suggest that's a real possibility and perhaps one not so very far off in the future. As a professor at a state college myself, I understand the challenges of balancing budgets after such significant drops in state funding, and the very real need to make cuts and restructure. However, I also know that one of your roles, as president, is to secure other forms of financial support, typically

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highlighting the university's most significant programs and offerings in your efforts to do so. It seems very clear to me that the MFA in Creative Writing program, with its rich and diverse history, is one of the offerings that is worthy of such efforts. Certainly it has to be worth at least as much as much effort as, say, the football program?

Telling stories is one of the most crucial ways we make sense of the world. And the Creative Writing MFA program at UMT has, for decades, helped writers turn those stories into art. Its legacy is both historic and so, so vital to this moment in history, when we need good art more than ever to help us make sense of this fractured, nonsensical world. I hope you'll do whatever you can to ensure that it not only survives, it thrives. And if I can be of any help in supporting those efforts, please let me know.

#### Reference 8 - 0.06% Coverage

As alumni and parents of alumni, we emphatically urge reconsideration of the faculty reductions in the English department. The Creative Writing Program is not only nationally recognized and respected, but it is producing PUBLISHED authors and poets who draw more students to the University, especially out of state students who contribute a bit more to the bottom line. Our daughter, Alicia (MFA ~14) was awarded the very coveted Iowa Poetry Prize last year. She attributes her success to the U of M Creative Writing Department. She is not the only poet or author who does.

In addition, the writing/English faculty provide the essential instructional foundation in communication necessary for students across campus in every field they pursue.

Please do not put an end to the Creative Writing institution for which the University has long been so proud.

#### Reference 9 - 0.06% Coverage

I'm writing as a 2013 graduate of Montana's MFA program in fiction. I'm writing with great concern following reports in the press and from colleagues that the English and Creative Writing departments at UM have been the subject of severe cuts, and are under threat of far worse. On a personal level, I'm particularly concerned by the possibility that the MFA program will not replace retiring professors or that the program itself is at risk of being significantly curtailed or cut.

I think my example might be useful in illustrating the national scope of the MFA program, and the damage that will be done to the university, and the state, if the program is defunded. I came to UM from a job at the New York Review of Books. I was attracted by the possibility of working in a tight-knit, serious community of writers with deep roots. The fact that Richard Hugo, James Welch, William Kittredge, and other legends had walked those halls was a huge factor in my decision. Another was the tuition waiver and funding that I was given. Simply put, I would not have been able to leave my job in New York and move across the country without that promise of support from UM, which, though modest by national program standards, still provided a great deal of help in continuing my studies.

Soon after graduating from the MFA program (where I learned an incredible amount from Deidre McNamer, Kevin Canty, Debra Earling, and David Gates, as well as editing the literary magazine CutBank and teaching four semesters of composition and creative writing), I published my first short story in The Paris Review. It was set in Missoula. I wrote an article for The New Yorker about whether or not people should pursue degrees in creative writing, specifically praising UM's program.

(<https://www.newyorker.com/books/page-turner/mfa-vs-nyc-both-probably>) I've gone on to publish a number of other stories, many of them taking place in and around the University and Missoula.

I now have a novel forthcoming from the publisher Farrar, Straus and Giroux, and a short story collection following that. Prominent alumni of the program-- J. Robert Lennon, Andrew Sean Greer, and Alice

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Bolin-- have been publishing major, nationally recognized work, bringing prestige and prominence to the university. For years, I have sung Montana's praises at every opportunity I've been given, encouraging friends to apply to the program or to come teach. I've looked forward to coming back to the university to share what I've learned with students in the future. It's an incredibly special place. Writers from all over the country look at what we've done with respect.

I'm sure I don't need to tell you this, but if the reputation of a program suffers-- if funding drops off, if professors leave and are not replaced-- it is very, very difficult for it to regain that reputation. The legacy of the MFA, of decades of hard work and artistic innovation and tradition, is in the balance. Once it is gone, it will not come back.

I urge you, in the strongest terms, to do everything possible to maintain and support the MFA program in Creative Writing. I would love to hear from you further about your plans for this program. I would be happy to meet with you to discuss this as well.

#### Reference 10 - 0.06% Coverage

As an alumna of the University of Montana's MFA program in Creative Writing ('13) I read with dismay your earlier communications regarding your vision for the future of the University, but I never imagined that things would get this bad. Now I feel compelled to write and register my protest.

1. The fashion for running after seemingly marketable majors is short-sighted and does a profound disservice to both the University as an institution and to students, as the existing gluts of lawyers, MBAs, and communications majors can attest. In each case selling a degree to students and parents as merely a token on the quest for employment has had the perverse effect of devaluing the degree and rendering thousands of young Americans less employable than they'd have been if only people with a genuine passion for law, business, etc. had pursued these qualifications. Today's popular majors will inevitably go the same way, and the University will find itself forever shifting on the sands of trend-driven marketing, never building up depth of expertise and tradition. Which brings me to my second point -

2. As an investment in prestige and meaning, the Creative Writing program in general and the MFA program in particular give a high value for money. The Creative Writing program is relatively inexpensive to run properly (needing but little in the way of equipment or specialized facilities), and the University of Montana's MFA carries weight throughout the literary world. It has made me part of a tradition I'm honored to acknowledge wherever I go. Even within my own recent graduating class names like Andrew Martin, Khaty Xiong, and Alice Bolin are widely acknowledged as up-and-coming stars. I myself have had the honor to receive several awards and distinctions in the past calendar year, and when I do, the name of the University of Montana goes with me. To toss this away in a short-sighted and probably ineffective quest to nudge up near-term enrollment numbers is like throwing away grandmother's china because you prefer the convenience of paper plates.

3. Not only is it also has specific and positive effects on the Montana economy. Submittable, one of the most significant and successful start-ups to call Missoula home in recent years, is located there almost entirely because of the influence of the Creative Writing program and employs a large number of alumni.

4. Finally, and speaking in the language that I suspect will be most effective - I have, as an alum, donated several times to various fundraising efforts to support specific initiatives in the Creative Writing department (most notably the publication of the Oval.) I will certainly continue to do so if the opportunity continues to exist. But the larger UM Fund and fundraising efforts for other departments

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will not get one red cent from me or from my partner (also a sometime donor) now or in the future if these cuts go through.

Thank you for your attention. I hope you will do the right thing.

#### Reference 11 - 0.06% Coverage

This is a message of gratitude. I earned a graduate degree from UM in December 2015. I'm about to have my first year cracking \$100,000, and I'm doing it living here in Missoula. The education I got at UM has been invaluable to me and has allowed me to achieve my financial and personal goals in record time.

This is also a message of hope. Hope that you won't cut the program that got me here. I and a dozen of my colleagues are all making great money in Missoula as a direct result of UM's MFA in Creative Writing. We work at Submittable. We were founded by an MFA graduate. And collectively, we're building a 500 person company, where everyone makes 3 times the current median wage.

When we hire at Submittable, we don't even interview most candidates that come to us straight from the business school. If there is a creative degree on the resume, combined with real-world experience in any field, we bring that person in. Because that person knows how to work independently, how to think critically, and how to empathize. This has been our founder's strategy from the beginning, and it's working. We are a global company, recently received \$5 million in Series A funding, and grew 300% last year. Creative writers drive this company and are the heart of our competitive advantage.

Thank you for supporting the program that helped to craft me into a true citizen, capable of driving my own destiny and making an impact on my community. I still write, and read, and think about the lives of others. If I didn't, I am certain I would not be where I am today. Please don't let this program get cut. If you keep it running, we will keep hiring its graduates.

#### Reference 12 - 0.06% Coverage

Message: "a UM Alum of this program was recently awarded a Pulitzer Prize, and Alicia, a grad student of this program just won the IOWA Poetry Prize. This program is important for bringing in out of state students, as Missoula is known for it's writing environment. Alicia and her sister, as well as her parents all have attended UM. Alicia's father is on the Foundation board

#### Reference 13 - 0.06% Coverage

I am writing in support of maintaining funding for the University of Montana's English and Creative Writing programs and filling any vacancies created by retiring faculty. I am a 2015 graduate of the MFA program applying to academic jobs and PhD programs, and I worry that cuts to funding will not only render my diploma less meaningful to other institutions, but that it will dull the vibrancy of UM's intellectual community and degrade its broader reputation.

The MFA at UM has turned out scores of creative writing professional powerhouses. We publish fiction, nonfiction, and poetry in well respected journals and magazines. We publish widely read books to critical acclaim; win prizes (Pulitzers, even!), fellowships, residencies; and teach at other institutions of

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higher learning. As MFA graduates, we have only brought good things to the University of Montana's name, and it would be a shame to end that legacy here.

It would be a grave mistake to overlook the fact that creative writing draws students to the university. While teaching Introduction to Poetry Workshop at UM, a number of my freshmen told me that they had come to UM specifically because of its creative writing reputation. Even students who were ultimately majoring in other subjects told me that it felt special to them to be able to round out their education through taking creative writing electives with renowned faculty. Although all of the arts and humanities are inherently valuable and deserving of funding, UM's creative writing program is extraordinary, and its unique status was acknowledged in 2013 when it was named a program of national distinction. In the MFA, even those who are not offered funding still want to attend (and bring their tuition dollars) because of the program's reputation. And this reputation has clout far beyond the Pacific Northwest. Every year for the past five years, I have attended the Association of Writers and Writing Programs (AWP) Conference, and whenever I tell a stranger where I got my MFA, they know the program, can name someone on faculty, and they tell me how lucky I am to have attended. Unfortunately, cuts to TA fellows' stipends will undermine the program's competitiveness and ability to draw the most talented writers in the country.

Beyond the department being an indispensable draw to potential students, we cannot ignore the impact of English and creative writing scholarship on students' intellectual and personal development. Joanna Klink, Prageeta Sharma, Amy Ratto-Parks, David Gates, Debra Earling, Karen Volkman, Bob Baker, Brady Harrison, and the visiting Hugo writers fundamentally changed how I view not only my field, but the world around me, and I bore witness to similar changes in my students during just one semester of teaching poetry. One told me that he had never particularly cared about school or his education until he began reading and writing poetry in our class. He went on to major in English education in order to effect similar changes in the lives of young people. An Economics student changed his major to Creative Writing. A young woman battling mental illness said that in reading the poems of others and sharing her own, she felt less alone. Another told me that she felt like she had learned in our class not only how to read and write poetry, but "how to be a better person." Maybe that sounds a little vague and sentimental, but this is what it feels like to be young and coming alive to poetry-- like you are discovering yourself, how to be that self and how to navigate life and empathize with others. Writing well is a useful professional skill, and being able to communicate with and willing to understand others has resonance far beyond an office or classroom; these are life skills. Traditional undergraduates encountering poetry, fiction, and nonfiction are given permission to be who they are at this critical juncture in their self-realization. This is what you would be losing if this department is sacrificed to the gods of fiscal solvency.

I know that the budget has to be balanced, but I ask that you consider the weight of your decision on those who have found (or could find) true meaning, purpose, and worth in those classrooms-- current and future students, faculty, and alumni.

Reference 14 - 0.06% Coverage

Growing up in the mountains of East Tennessee, I wound up the University of Montana after a four year enlistment as a medic in the Army, serendipitously because I came across the poetry of Richard Hugo and prose of Bill Kittredge as a means of passing away my downtime hours in the field. I never would have found my way to Montana if not for that literary connection. While I majored in Microbiology, I took many writing classes, as many as most Creative Writing majors, and this experience has shaped my

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life in numerous ways. After graduate school in Immunology at the University of Iowa, I spent almost a decade in the field of HIV vaccine research before the itch to write creatively came back with a vengeance, at which point I went back to school at Texas State University, a highly ranked program, to earn my MFA in Creative Writing (fiction) under the mentorship of my literary idol, Tim O'Brien. I'm currently a lecturer in the English department at TSU, but will soon be going back for a second MFA, this time in Creative Nonfiction at Oregon State University, where I've been awarded a prestigious fellowship and teaching appointment. I've published many scientific and, more recently, literary works and am the co-founding editor and publisher of a nationally recognized literary journal (Opossum Magazine). All of this began in Missoula as the joint product of both my STEM and liberal arts education.

I just returned from my first visit to Missoula in almost fifteen years. As you know, this past weekend represented one of those magical "first beautiful days of spring in Montana, and I was awed by how beautiful the town and campus looked after so many years away. I was pleased to see the new science facilities, but also crushed by news of the demise of the creative writing program. While my current and future schools, Texas State and Oregon State, have fought hard to create and foster top ranked writing programs, UM already has one. In terms of generating national recognition for a university, creative writing is the one of the most cost effective ways to have the school's name in the national conversation on both the undergraduate and graduate levels. It brought me and many friends who have gone on to publish best selling books and scientific papers to Missoula. While I understand that you have been tasked with the staggering, seemingly insurmountable goal of overcoming such a massive budget defect, be careful not to squander what you already have working to your advantage. It takes decades to build a program to national relevance, and only a few short years or even the stroke of a pen to kill one. I truly believe that the intangible value of the Creative Writing program is immense and critical to the future success of the university and a resource that should be maintained, even during this period of extreme austerity that you've been charged with shepherding the school through.

#### Reference 15 - 0.06% Coverage

I am a University of Montana graduate and former Davidson Honors Scholar. I earned bachelors degrees in both German Language and Liberal Studies from UM in 2006 and a masters degree in German Language and Literature from UM in 2009. I am writing to express my opposition to the proposed humanities-oriented cuts as presented in the President's Strategy for Distinction. As a proud UM alum, I strongly urge you to reconsider your rationale for the focus of these cuts as you formulate your final recommendations.

When I began my journey at UM in 2001, I was encouraged by my family to pursue something \*practical. As an incoming freshman, I bounced around between majors in Business Administration, Athletic Training/Pre-Physical Therapy, and Pre-Pharmacy. I was performing well in classes but felt deeply disconnected and that I was missing the exploration and enrichment components that college was supposed to provide. Even as a high achiever, I was beginning to fall between the cracks. As only the second person in my entire extended family to pursue a college degree, I knew instinctively that my education deficit was as much about global knowledge and experience as anything else.

Guided by conversations with my Davidson Honors College advisor, Sean O'Brien (English/Film), I decided to take some time to explore courses that didn't necessarily move me down the strict path I had laid out for myself. I joined the UM Chamber Chorale led by Gary Funk (Music) and was fortunate enough to spend a semester in Vienna, Austria, with the choir's group study abroad program. For a relatively sheltered northcentral Montana kid, this global immersion experience was a game-changer for

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me and set the stage for further study, research, work, and travel abroad. In the course of preparing for Vienna, I took German language courses and immediately found faculty mentors in Liz Ametsbichler (German) and Hiltrud Arens (German). As a sophomore, I was offered a research apprenticeship with Liz Ametsbichler and DHC Dean Jerry Fetz (German). Thus began my journey into academic research and writing, and eventually teaching, which were further developed through the masters program in German at UM and my completion of a Ph.D. at Duke University and the University of North Carolina in 2015. This trajectory was nurtured by the strong sense of community and guidance I found in the German section of MCLL and the journey of global citizenship I began at UM.

I relay my story and the specific people involved not for sentimental reasons but to demonstrate at a micro-level the critical roles that many UM humanities faculty serve in the engagement, inspiration, and mentoring of students, which ultimately (but often invisibly) translate to retention, graduation, and alumni satisfaction. These pivotal relationships and experiences (e.g., mentorship, study abroad, undergraduate research) are not always legible through measures like \*numbers of majors and \*degrees awarded, but they foster meaning-making, community, and connection. In doing so, they impact numeric outcomes in ways that are difficult to track.

The faculty mentioned above, along with others, like Marty Marko (German) and Eric Reimer (English), opened huge doors for me in terms of general intellectual growth as well as concrete, marketable, 21st century skills, such as written and verbal communication, research, critical thinking, intercultural understanding, problem solving, organization and planning, and persistence. These are not empty buzzwords but important transferable skills that have, for instance, enabled me to obtain a Fulbright research fellowship and secure nearly \$2 million in successful grant awards for my current employer, MSU-Northern, and the community of Havre, where I currently live. Communication, creative problem solving and intercultural translation are skills that I rely on every day in my current position in curriculum and faculty development at MSU-Northern.

I recently spoke with President Bodnar as he toured Montana, and one of the main themes that emerged was alignment with Montana's needs. In order to thrive, Montana needs opportunities for our young people to become global citizens and thinkers, and to develop strong 21st century skills that are transferable as new technologies rapidly change our world. Rather than taking the scalpel to humanities programs or pigeonholing them as \*impractical, UM should be shining the spotlight on them and strengthening institution-wide efforts to help students connect humanities skills with Montana contexts and career opportunities. Shifting the national discourse around the relevance of the humanities is a feat that individual departments cannot accomplish alone.

I'm a proud alum and cannot imagine a University of Montana without the opportunities for growth and community that I found in the MCLL department. I strongly encourage you to reconsider the massive cuts that are currently proposed.

Reference 16 - 0.06% Coverage

I'm writing to voice my support of the University of Montana's illustrious Creative Writing Program. I earned my MFA in fiction from the program in 2010, and count my time in the program as one of the defining experiences of my life. Beyond the benefits of being part of a vivid, intelligent, ambitious community of writers, I learned to do the only thing I'd ever truly wanted to do: write.

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Every few months, the program's coordinator sends an email cataloging the recent successes of alums. The list, it should be said, is long. Down and down I scroll, reading about publications, book deals, radio interviews, grants, and job offers.

Succeeding in the writing world is not easy. But the MFA program has produced a list of successful writers too long to keep track of, but I'll mention a few. Ted McDermott, my husband, recently published a novel set in Missoula called *The Minor Outsider*, which was reviewed in places like *The Irish Times*. Now he works as an assistant editor for *The Montana Standard*. Alice Bolin has a highly-anticipated first book of essays coming out from HarperCollins titled *Dead Girls*, and is now has a tenure-track assistant professor position. Andrew Martin just landed a book deal with Farrar, Straus and Giroux for his first novel, *Early Work*. Sean Greer just won the Pulitzer Prize, a few years after William Finnegan. I myself am able to work as a professional writer from my home in Butte, Montana, where five generations of my family were raised. I am only able to do this because of what I learned in UM's Creative Writing program.

It's thesis season, a time of year I used to look forward to fervently. I encourage you to attend one of the many thesis readings happening and witness firsthand the quality of work that comes out of the program.

I know that UM is facing troubling times, and that you think the university needs to evolve. But sometimes, more can be achieved by building on a legacy. The Creative Writing Program is one of the best things the university has going for it. The eclectic collection of ambitious writers from around the country who gather in Missoula are the very soul of this quirky, intelligent, driven mountain town. Fund them. Don't let them disappear.

#### Reference 17 - 0.06% Coverage

When I started school as a freshman at the University of Montana in the fall of 1946, I had just turned 18. I was a green and naïve kid from Billings. A large number of my schoolmates had just returned from the war, some wounded or emotionally scarred, and one had survived the Bataan Death March. It was a maturing experience for me at that war-recovering time. I took a six-year combined Business and Law curriculum and in January of 1952 graduated with a BA in Business and JD in Law. I then spent two years in the U. S. Airforce Judge Advocate General program prosecuting and defending Court-Marshal cases. Returning to Billings in 1954, I commenced private practice of law in a firm setting doing primarily insurance-defense litigation. In the earlier years of my practice, prior to mediation and arbitration where now most everything is settled, a large number of cases went to trial. Over the next period of 46 years I had the wonderful opportunity of trying jury trials throughout the State of Montana, and in that process, became acquainted with a lot of Montanans. I can identify a \*Montana Ethic that exists among those fortunate enough to live and work in our great state. The Montana Ethic means that you are always honest and fair to others, and are quick to help out a neighbor or a stranger in need. I think this unique ethic in large part arises out of hard times such as cyclical prices and wipe-out weather conditions as Montana farmers, ranchers and small businesses encounter on a regular basis. I have a very strong belief that my Montana Ethic was initiated and nourished while I attended the University of Montana, particularly at the Montana Law School. The hands-on, very ethical personal instruction I received at UM would have been hard to find in a larger school or in another place.

I was a member of the University of Montana Foundation for eight years and in recent years have been a member of the UM Law School Board of Visitors. I have two Law scholarship endowments that I maintain through the UM Foundation. I love Montana, and I cherish my University of Montana

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experiences. The Draft UM Strategy for Distinction assures me that you are making the tough but right decisions necessary to lift up and carry on our great University, and the Montana Ethic which it fosters.

Reference 18 - 0.06% Coverage

Thank you for the work that has been done in the area of program evaluation, and the thought and care which went into the proposed Strategy for Distinction report. With this decade's steep enrollment declines, I recognize that this has been a time of great challenge for the University of Montana. I appreciate the work that has gone into this strategy, and am optimistic about some aspects of the proposed \*Montana Ways and \*UM Core. Having a set of shared educational values and expected competencies helps build a campus community, and it raises the level of discussion across campus.

While I look forward to the finalized recommendations, I am deeply distressed by some of the proposed changes. I'm an alumnae of UM, from the class of 2014. I graduated with bachelor's of arts degrees in English (emphasis in literature), German, and communication studies (emphasis in organizational communication). I am shocked and saddened to see that the programs that made me have been slotted for near-destruction. The humanities are critical to UM's institutional identity, and I do not understand how cutting UM's humanities department can allow the new UM Core to \*reflect innovative ways to honor our 'humanities-driven' liberal arts tradition (4).

One of the most surprising aspects of the changes were the cuts to the Department of Modern and Classical Languages and Literatures, and especially the dissolution of nearly all of the language majors offered. In my current role as the MD Application Coordinator for the University of Wisconsin School of Medicine and Public Health, I know how much our admissions committee values study in a foreign language. The number of premedical students choosing to major in Spanish seems to rise every year. These students recognize the value of studying foreign languages, especially those that will allow them to directly treat patients from underserved populations in their medical practices. In cutting the Spanish major, UM will become significantly less attractive to some of the most academically outstanding high school students with healthcare careers in mind.

Additionally, it puzzles me that a university that has produced a formidable number of Fulbright scholars would cut the department responsible for cultivating so many of those scholars. As a senior at UM, I applied for and was awarded a Fulbright English Teaching Assistantship for Germany. I could not have done this without the German faculty, including Marton Marko, Elizabeth Ametsbichler, and Hiltrud Arens. Their mentorship was critical for me, and it was because of their teaching that I went from being a German minor to a German major.

The Fulbright was not the first grant I earned to study in Germany at no cost to me. In the summer between my junior and senior years, I was awarded a German Academic Exchange Service (DAAD) grant to study at the International Center for Journalism at Freie Universität Berlin. As part of this grant, I completed an internship at Freie Universität's Office of News and Public Affairs. I could not have had this pivotal professional opportunity without the support of the German faculty, as well as the then-External Scholarships Advisor, Laure Pengelly Drake.

The opportunities that were made available to me are not unique. I would not at all be surprised if the MCLL department produces more Fulbright scholars than any other department on UM's campus. There are a host of opportunities to study and work in other nations, expand individual horizons, and form critical relationships that are only open to students who have studied at least one foreign language. Updating UM's mission statement to reflect a commitment to \*shap[ing] global citizens while hobbling students' chances at global opportunities is antithetical, and it will rob Montana of well-deserved international recognition.

There are practical fields and training programs that are essential for our nation's success, and I am optimistic that the UM will continue to offer exemplary education in those fields. From the

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Department of Communication Studies, I received spectacular, practical preparation for the working world. The faculty, including Betsy Bach, Joel Iverson, Gregory Larson, and Steve Schwarze, consists of top-notch educators, and the camaraderie in the department is exemplary.

The public relations training I received in the department was critical to my earning the DAAD internship, and the organizational theory coursework directly prepared me for the organizational development consulting work I started as an intern and now conduct as an associate of a firm.

My communication studies coursework gave me valuable, practical skills. But my coursework in the Department of English helped me discover the kind of person I wanted to be. In addition to the reductions proposed for the MCLL department, I am dismayed and distressed by those recommended for the Department of English. The faculty in the English department care deeply for their students. I will always remember and treasure their patience with me as I was developing my writing voice, their expansive knowledge of the English canon(s), and their mastery in guiding discussions on questions that have confronted humanity for centuries. The mentorship and teaching of Christopher Knight, Rob Browning, David Gilcrest, Robert Stubblefield, John Hunt, and Louise Economides have been critical to my personal development. These amazing people exposed me to some of the most brilliant writing the English language has to offer, to ideas so compelling that they could hold even a college student's interests for hours on end. They taught me to read with insight, to write with clarity, and to act with care. I owe them so much.

The values fostered in me by the Department of English are timeless, and they connect me to more chapters of the human story than I as a college freshman could have fathomed. In the next few years, the rules on submitting press releases will have changed. Technical standards will have been updated, new technologies will be emerging, and many of the nuts and bolts curricula in technical education fields will need to be revamped. But the lessons I learned in the Liberal Arts Building, in stuffy classrooms and tiny faculty offices, in the basement floors of the Mansfield Library, and in musing hikes up the M trail--these will stay with me for life. And for those lessons, I have the Department of English faculty to thank. I know such anecdotes hardly count as the kind of qualitative evidence on which one can build a university budget. I could easily be accused, like so many English majors before me, of being overly sentimental. And it is true that I find it impossible to be rational about a place, the University of Montana, with which I am so wholly in love. I met my now-husband in a German course during my first semester at UM. After my husband graduated from UM's Department of Physics and Astronomy, he went on to earn his medical degree at the University of Virginia, and is finishing his residency in internal medicine at the University of Wisconsin-Madison. After my Fulbright year in Germany, I earned my master's degree in the humanities from one of the nation's premier research institutions, the University of Chicago. I have recently accepted a fellowship for a PhD program in Educational Leadership and Policy Analysis at UW-Madison, one of the top schools of education in the country.

My husband and I know that our personal fulfillment and professional successes could never have happened without the educations we received at UM. While we give regularly to the UM Foundation, we dream of someday being able to give more significantly. While the UM Foundation does not track alumni giving by area of study, I would not be surprised if a majority of gifts are from liberal arts graduates--individuals like Dennis Eck of then-Liberal-Arts-now-Eck-Hall, a 1968 graduate of UM's history and political science departments. This is because the liberal arts, and especially the humanities, involve not just instruction in critical skills, but the cultivation of students' souls. When a course of study so dramatically shapes the course of your life, you can't help but want to give back. When faculty members make such a difference for you, you want them to be able to keep making that difference for all the students who follow.

It is my great hope that UM continues to be a place where the kind of personal transformation I experienced there can still happen. I hope the English department can continue to produce such outstanding alumni as its most recent Pulitzer-winning MFA graduate, Andrew Sean Greer. I hope that

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MCLL can continue to provide Montana students with a global education for a globalized world. And I hope that when alumni like my husband and I are in a position to give significantly, UM's institutional story is still one we know, and to which we feel personally connected.

None of these things can happen without the administration's support for the fields that are critical to UM's institutional identity. Please adapt the recommendations so that UM can be both sustainable and student-serving. With the brilliant minds at the University of Montana and the passion which so many have for this institution, solutions can be found. But we must honor our institutional story, and that is a story in which the humanities are a central character.

Please do not hesitate to contact me if I can provide any additional information that may be helpful.

#### Reference 19 - 0.06% Coverage

I'm a UM alumnus, a graduate of the journalism school, and I was drawn to the university in the mid 1990s for its reputation for nurturing great writers. Though I sought a degree in journalism, my first love was creative writing and I studied in both programs throughout my time at UM. It was not just the terrific authors of the era "James Welch, Kevin Canty, Bill Kittredge, Richard Hugo, Chris Offutt "that made Missoula the ideal place for me to learn my craft. It was the community created by those writers and their students that made Missoula what it was: the penultimate place to entrench oneself in the written word; to feel at home in crafting draft after draft of short stories and novels and articles; and to write with purpose and passion, surrounded by other writers, all in pursuit of higher learning and of higher craft.

Tonight, I will attend the Oregon Book Awards, for which I am a finalist for my nonfiction book *The Fish Market*, published in November 2016. *The Fish Market* has been featured on NPR's Marketplace and many other radio shows, was an Amazon Best Pick and garnered an invite to last year's LA Book Festival for a discussion that aired on C-SPAN's Book TV. It published on the Macmillan imprint at St. Martin's Press, one of the five largest publishers in the country. It followed my stint as a fellow in the prestigious Alicia Patterson Foundation Fellowship program and as managing director of one of the first nonprofit newsrooms in the nation, InvestigateWest in Seattle and Portland. Writing in Missoula set me on the path to these achievements.

The university's creative writing MFA program truly made UM and Missoula \*the last best place for me. Today, it is a top-ranked program nationally and one of the signature programs giving the University of Montana its reputation as a special place for writers in the West. While I understand that you face difficult choices in remedying the university's financial crisis in the weeks and months ahead, I implore you not to diminish a program whose reputation has been built for decades, and should outlast this moment. The MFA program rightly belongs to any future in which the university honors the ways of communicating, creating, knowing, and living that now guide this decision. Please be this program's thoughtful steward and recognize that it nurtures writers from every other discipline at the university, and that all of us represent UM on a national stage. I believe those dividends are worth the costs.

#### Reference 20 - 0.06% Coverage

I am writing as an alum of UM's Creative Writing MFA program. After reading this recent article in *The Missoulian* about the Creative Writing program drying up as budget cuts to the English department loom, I was saddened and alarmed.

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When I was an undergraduate in New Mexico, my mentor and writing professor Daniel Mueller recommended I apply to UM for graduate school, a program he considered on par with the famed Iowa Writer's Workshop. The year I got in, it was ranked in the top ten writing programs in the country by The Atlantic Monthly. I now run the Creative Writing program at Idyllwild Arts Academy, an arts boarding high school, teaching some of the top high school writers in the country and world, and I recommend UM as a top-tier place for them to study writing.

The Creative Writing department puts UM on the map. It is nationally renowned, and having a degree from there has served me and countless others well. I recently hired an alum from the program, Alice Bolin, who, not yet thirty, has an essay collection coming out with HarperCollins that is already receiving rave reviews and national attention. As I am sure you know, two graduates of the program have won the Pulitzer Prize in the last few years. The students in my years in the program at UM were the most talented group of people I have ever worked with, and many of them have gone on to publish and make their mark in interesting ways in the world since then.

It would be a tragedy to see this program dry up due to lack of funding. I believe it is the most well-known and nationally-renowned program at UM. I realize that there are many factors, as the article above discusses, affecting the struggle to fund this program. However, I think it is worth the long-term investment to keep it funded and allow one of the oldest and most prestigious writing programs in the country to continue to thrive.

#### Reference 21 - 0.06% Coverage

I write as a proud UM alum. I have read your draft \*University of Montana Strategy for Distinction, and have grave concerns. While I understand that enrollment and budget shortfalls must be addressed, key parts of your strategy risk destroying UM's legacy of excellence and future opportunities of UM graduates. As you revise your strategic plan, I urge you to undo those areas where in seeking distinction you are slamming the door in the face of Montana students who seek admission to top graduate programs.

I attended the University of Montana on a Presidential Leadership Scholarship. I graduated in May 2003, with a major in English (double emphases in Literature and Creative Writing) and minors in French and Women's and Gender Studies. Throughout my time at UM, I also worked extremely closely with faculty in the Liberal Studies program (now called Global Humanities and Religions), especially with Dr. Ruth Vanita. To put it rather differently, every program that shaped me is on your chopping block. After UM, I went on to get my PhD in English at Stanford University. During the time that I was there, my program was ranked as the top English PhD program in the world. That rank should give you an example of what the faculty and curriculum at UM prepared me for. When I was in high school in Helena Montana, my teachers urged me to refuse UM's offer of a full-ride scholarship. They told me, \*Nothing good comes of a state school. You'll ruin your life if you don't go someplace better.â€œ

Clearly, they were wrong. The faculty I worked with, in English and across campus, pushed me and transformed me. Their teaching prepared me so that not only was I admitted into a top-tier PhD program, but I could also thrive once I was there. I was the top student my year in our Qualifying Exams. I spoke with local business leaders (which is to say, the heads of Silicon Valley) about Stanford Libraries. I was awarded a Diversifying Academia, Recruiting Excellence pre-doctoral fellowship with funded, among other things, a trip back to Montana for me to meet with undergrads at UM, UM-Western, and Carroll College and talk about graduate school and pursuing a PhD.

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I also served on the Graduate Admissions committee for English at Stanford, reading the files of would-be grad students and joining faculty in determining who would get offers. Your proposed cuts to the humanities at UM, in languages, in faculty, make me fear that in the future no Montana student like me will make the cut at top-tier PhD programs. And when you make it so Montanans are no longer competitive for those programs, you are deciding that we have no place shaping the future of higher education in America and around the world.

After I earned my PhD, I went on to hold a Council on Libraries and Information Resources Postdoctoral Fellowship in Data Curation for Medieval Studies, funded the Mellon Foundation. I joined international teams of librarians, humanities professors, and technologists working to make the vast unseen archive of medieval manuscripts freely available online to any user, anywhere. I had no formal training for this. Instead, I like to think that I am one of those \*agile, lifelong learners prepared to solve complex interdisciplinary challenges that UM has long sought to educate. But I want to be clear: UM's English Department, as well as the humanities and women's studies courses and independent studies I took with Ruth Vanita gave me the foundation, helped me become an agile, interdisciplinary lifelong learner and doer. When you seek to balance your budget by removing scholars like Ruth, you are undermining the university's ability to produce students like me.

You also risk UM's international reputation. One of my proudest moments as a Stanford affiliate was seeing Ruth brought to campus as an expert on sexuality and eroticism in Indian literature and culture, pre- and post-colonization. Sitting in the audience, waiting for the talk to begin, I could hear whispered discussions, \*Where is she from? Really? Montana? They must have more going on there than I thought. With faculty like Ruth, UM raises its international profile. When you erase positions and programs in the name of \*distinction, you are in fact reducing us, removing us from that larger stage and remaking us into some small regional player. That's not who we are.

As a student, I took immense pride in the prestige and quality of the Creative Writing program, and the skill and well-earned fame of my teachers there. I use what they taught me on a daily basis as I pursue my own research and publication agenda as a professor. I am also proud of my connections with Ashby Kinch. Although I was never his student, he has been a valuable mentor and friend. He also maintains an international scholarly reputation, organizes events at top conferences, and has begun an innovative new gathering the Montana Medieval Roundup, which gathers Montana-born medievalists like me back to UM as an intellectual home, to trade work, mentor the next generation of Montana-bred scholars, and celebrate our deep, shared pride of place. The Montana Medieval Roundup held its first official gathering last year. We'll meet again in 2019, on UM's campus, if it still makes sense to gather there.

I understand that you have difficult decisions ahead, that you inherit a damaged reputation and a previous administration's foolish move to cut \$1 million from the university's recruitment budget at a time when enrollments were in crisis and needed more funding and more resources. I don't blame you for those things, and you have my sympathy for what lies ahead.

However, I would urge you to think carefully about what you mean by \*distinction in your strategic plans, as well as the long-term consequences of austerity measures you put in place today. Do you want to be able to recruit top Montana students? Or are you content to lose them to teachers and counselors who tell them \*Don't go to UM. You will ruin your future? Do you want UM students to continue to win places in top humanities graduate programs and, from there, to pursue leadership positions which

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will continue to raise the profile of the University of Montana? Or are you cutting the programs and professors who made that possible?

I would hate for you, in the name of \*distinction, to gut these programs and get rid of these professors, to effectively roll up the sidewalk behind me so that no other, future UM students have a chance at the same opportunities.

Reference 22 - 0.06% Coverage

We have met only once and then only briefly at a UM dinner hosted by the UM Foundation.

I am a retired Professor of Geosciences, having taught here for 40 years so I have some experience with UM's past.

I applaud your new initiatives to revamp UM to address declining enrollment while maintaining or improving its quality.

I have a couple of additional suggestions:

1. Organizationally separate the Sciences from the Arts and Humanities.

The College is much too large and diverse with faculty who have entirely different backgrounds and educational perspectives. In the past, and probably still true, the College had one vote in the Council of Deans, equivalent to one vote from very small schools such as Journalism. I don't mean to minimize the importance of Journalism but the interests and perspectives can be quite different. And the interests and perspectives within the College are so diverse as to make its needs less than coherent.

2. Get rid of the "Intersession" month of no regular classes in January (or much of it). When that was initiated decades ago the idea was that students could take interesting/different/unconventional classes in an intensive everyday format that were not available throughout the academic year. It was also intended to draw new students. That never worked as intended. Skiers were happy to ski every day but it was pretty unproductive. Faculty didn't provide many short course offerings and students just did other things. Many UM faculty opposed the schedule change but were overruled by the Board of Regents who also dictated that all units of the MT Univ. System operate on the same schedule "so students could simultaneously take classes at more than one institution." For obvious reasons that never happened but we have been stuck with it ever since. [The Law School was exempted at the outset and within a year most MT Univ. Systems went their own way on schedules.]

A big negative aspect of having that winter intersession is that UM students get out in Spring a month later than some other schools so they get a late start on summer jobs - and poorer choices. For field-oriented research for both students and faculty that late start hinders the work.

For students from rural or farm communities such as many from central or eastern Montana the timing is unfortunate. [Might that also affect UM enrollment?]

3. Summer Session at UM is weak and has been for decades, presumably for a variety of reasons. Several decades ago, UM decided to spruce up summer offerings to attract more students to more fully use our facilities. It was decided to offer more "interesting/different/unconventional" classes in an intensive everyday format. (sound familiar) but it completely flopped. In fact the faculty who decided they would like to do that offered some new courses but dropped the former conventional introductory courses.

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Unfortunately many Montana teachers who had been coming to UM for classes to improve their credentials for advancement could not get those classes. Enrollment in summer session at UM plummeted dramatically. Although the rationale made some sense, it was poorly carried out.

4. Faculty advancement. Criteria in the past, and probably at present use three sub-equal criteria: Teaching, Research and Service. Research is relatively straightforward. Teaching is all-important, though subjective. Service can certainly be important but was/is? misused.

University committee membership is, with a few possible exceptions, marginal. Some faculty would use membership on a dozen committees as an important contribution. Some minor committees had not even met for many years. For many others committees had met, some even produced well-thought-out reports, but for the most part nothing ever came of them. As an aside, it appears that some "high level" administrative committees were set up by former presidents to keep the faculty occupied and out of administrative trouble [sorry to appear cynical but I was involved in one or two of those].

I know that you have more than enough on your plate at the moment but some of these issues might be worth thinking about in future. I continue to be very busy with my own writing projects and personal travel but would be happy to talk with you at any time about these issues or any others.

I am delighted that you are here and encouraged by your progress. All the best

Reference 23 - 0.06% Coverage

I write to express my concern over the cuts that have been proposed to the programs in modern languages and literatures at the University of Montana. As I understand it from announcements you have made and from colleagues at UM, majors in individual languages are to be closed and instruction in languages grouped under two new majors in European and Asian studies.

This is an unwise policy that will negatively impact UM and its standing for many years to come. Before outlining my reasons for making such a drastic statement, let me say a few words about why this so concerns me. I graduated from UM in 1978 with a degree in Wildlife Biology and a B.A. in Russian. For a variety of reasons, one of which was a summer study program in the then-USSR organized by faculty at UM, I chose to pursue Russian studies in graduate school rather than wildlife biology. I did my Ph.D. at Cornell University. I leapt from the then regionally-decent (in overall standing) UM to the Ivy League. When I arrived at Cornell, I was told to take a graduate course in the history of the Russian language, a subject involving a fair degree of sophisticated linguistic theory. But I had had a similar course at UM during my senior year, and discovered in the Cornell graduate course that I already knew about two thirds of the material. And knew it well. In an individual study project during my senior year at UM I had also worked my way through an important early Soviet novel (in the original Russian), by a writer whose works were then only grudgingly being readmitted into print by Soviet authorities. This, too, turned out to be excellent preparation for the heavy demands of graduate literary study in a difficult language (and I wrote my dissertation and first book about Soviet literature, extending some of the insights I had gained in that senior-year experience at UM).

The Russian program at UM prepared me for graduate studies in this field at the highest level. I completed my Ph.D. at Cornell, taught at Reed College (in Portland, OR), then came to the University of Southern California. I have been chair of the department of Slavic Languages and Literatures at USC for many years. I also served in 2013-14 as President of

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the American Association of Teachers of Slavic and East European Languages (AATSEEL), one of the two principal professional organizations in the field in the U.S. I mention these facts not to flaunt my accomplishments, but to point out that the basis of it all was the preparation I got at UM-in both language and culture.

Over the years my respect for what the Russian program at UM gave me has grown, not diminished. At USC I manage both undergraduate and graduate programs in Russian. I see how other programs function (and the kinds of students they send my own department University of Southern California as graduate applicants). I remain enormously impressed with the current Russian faculty at UM-if anything, they do an even better job than the professors I had in the mid-1970s. It is very rare that I see someone applying to our graduate program who is better than the top students at UM. When I attended the 50th year celebration of the Russian program at UM last year, I thought the papers presented by undergraduates were better than anything students at USC would likely have come up with. One of our USC Ph.D.s, James Goodwin, now a tenured associate professor at the University of Florida, came to our program from UM. One of our current graduate students, Justin Trifiro, is another graduate of the Russian program at UM. I am sure the Russian program can provide further names of its highly accomplished graduates, in many fields.

The dedicated efforts of faculty in the Russian program at UM ensure that it functions at a level far above its modest regional location. I do not think it an exaggeration to say that it is one of the pre-eminent undergraduate programs in Russian in the western U.S., possibly in the country as a whole. Much of its success has to do with the way it teaches culture (literature in particular) in addition to the language: UM students come out not only knowing how to speak the language, but understanding the mindset of Russia, in a way that would simply be impossible if the program were reduced to a minimalist series of language courses. I well understand the dire budgetary situation facing the University right now. But I would ask you to consider the longer-term impact of the changes that have been proposed to the teaching of foreign languages and cultures at UM in your University of Montana Strategy for Distinction (p.10). Majors in "Asian Studies" and "European Studies" will be, essentially, meaningless as replacements for study in individual cultures. Russia, for example, can hardly be adumbrated under the label "European." The same applies to vastly different Chinese and Hindi (and where will you put Arabic?). The notion that the disparate cultures sharing a certain geographical space can be lumped together arises from a particular kind of American ignorance of the world. The regional groupings perhaps make sense in the study of geopolitics-but not for a program aiming to provide an informed education in the particulars, as one hopes a university would. To lump these majors together under two rubrics makes as much sense as grouping biology, psychiatry, zoology, and pharmacy under a "Living Organisms" major; or physics, chemistry, and geology under "Material World" studies. It is hard to imagine what value such degrees would have. If implemented, the proposed changes will very likely propel UM downward to the status a third-rate institution-in effect, not much better than a high school in the area of languages and cultures.

I encourage you to think more imaginatively about the changes that need to be made, to consider other ways of restructuring, and to consult more extensively with the affected faculty and dean. There is so much, built through dedicated work over so many years, that will be lost if the proposed changes are put through.

Reference 24 - 0.06% Coverage

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

It has come to my attention that more cuts are under consideration that will this time affect the Department of Modern and Classical Languages and Literatures. It is regarding this current situation that I write to you today to passionately emphasize why this department should be spared. My name is \_\_\_\_\_. I graduated from the University of Montana in May of 2017 as an "Outstanding Senior" (GPA 3.92) who majored in Organizational Communication, minored in German Studies, and completed certification in Entertainment Management under the School of Business Administration. The courses offered through the MCLL department were not only my favorite at UM because of my great interest for the German culture, language, and history, but especially because of the professors' commitment to teach their topics thoroughly and their personal engagement with each classroom's student to a level I experienced in no other department. These professors provided me with the framework and encouragement to pursue global citizenship, and today they make up the greatest majority of professors who have continued to encourage and engage with me outside of my college career. While a student at UM, I studied in Karlsruhe, Germany, interned for the study abroad (now "Global Engagement") office, volunteered as a Global Partner, attended Global Conversation Partner meetings, participated in the Global Leadership Initiative (now "FGLI"), and represented the international organizations of ISEP ("International Student Exchange Programs") and DAAD ("German Academic Exchange Services") as an ambassador to students at the Missoula campus. It was through the Department of Modern and Classical Languages and Literatures that I received the most support, advice, and abundant resources to be successful outside of classrooms and textbooks. Since my graduation, I have au paired in Germany and interned for the German government in New York City at the German Center for Research and Innovation, an initiative of the German Mission to the United Nations. Now, as I look toward pursuing a Master's program and sponsored research project abroad, I recognize and am so appreciative that the University of Montana offered such an exceptional experience through the Department of Modern and Classical Languages and Literatures that provided me with a sturdy global foundation off of which I will build the rest of my professional career. The University of Montana was the only college to which I applied. As a graduating Salutatorian with a passion for business, Germany, and making a positive difference in the world, Missoula, Montana more than satisfied my pursuit for education. I'm afraid, Mr. Bodnar, that cutting the Department of Modern and Classical Languages and Literatures to the degree you propose will do the opposite of what you declared in the twenty-page draft of the \*Strategy for Distinction. Setting this course for the University of Montana will bring down its strengths, ensure mediocrity, and deprive students of the resources necessary to sustain exceptional quality in a time of rapid globalization. If the University of Montana should, indeed, deliberately \*design a path forward that enhances key areas of strength and future opportunity, the Strategy must instead highlight the Durability to press forward with its specialties in such uncertain times, not abandon these strengths and set course for Demotion.

Reference 25 - 0.06% Coverage

I write to ask that the University reconsider the recommendation you've received to remove Bradley Clough, Nathaniel Levtow and Ruth Vanita's positions from your institution. Many of us also have concerns about the reduction of Philosophy by 1 FTE and the many positions being lost in MCLL. University of Montana will be losing a large chunk of its identity through decisions such as these. We may have wished to reinvent ourselves, but we must also remember why such programs have existed. I encourage you to take a stand, despite pressure from the Board of Regents, to do the right thing for our students. It is in moments like these that leaders of a certain fabric and grit can see that we are here for students, not business leaders in the state of Montana. Students need jobs and they'll find jobs if they

## **UM Strategy for Distinction: Feedback**

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work hard in their education, as I did. Cutting the humanities as deeply as is being considered is a grave mistake for the state of Montana's future.

I am an alumna of University of Montana, a 2011 graduate with honors of the Liberal Studies Program (now Global Humanities & Religions). I cannot emphasize enough the value of the humanities-based education I received at your institution. I am currently an academic advisor for the College of Business at Oregon State University. I am able to use the critical thinking skills I gained in the humanities in order to solve complex puzzles for my students, decide when a petition is appropriate and advocate for students who often feel they have no voice. Through having studied cultures both east and west, I can relate well with many students and colleagues. When I understand where they are coming from or know what questions to ask, this deepens our relationship causing students to be more inclined to seek help in the future. We are more likely to retain that student and, most importantly, they are more likely to earn their degree.

The humanities are the heart and soul of the College of Humanities and Sciences. It is the manner we most appreciate in doctors and professionals when they have a way with people. It is the root of education's purpose to not forget where we, collectively, come from and not allow history to repeat itself in ways that break down our humanity. Even though I currently advise students in Business, I will easily say that many of the \*hard skills they are learning could easily be learned either on the job or through various online training portals, especially once the student has developed their ability to learn and think critically through the humanities "so many other things seem easier after being stretched in this way! The richness and depth of understanding that a student attains as a GHR (Global Humanities & Religions) major, Philosophy major or History major, will most often not be attained, unless through higher education. These disciplines and faculty are also critical for students across campus, in every major, to access through their General Education coursework. Critical thinking, the ability to make ethical decisions, the ability to write well, the tenacity to read a large amount of material and distill the most relevant points "these sorts of activities are what education is truly about, but it seems we are throwing the baby out with the bathwater. We can bring forward new programs but retain these elements as well and promote the majors and minors as programs to be celebrated. Currently, with morale low due to this gutting, students are getting the message that education doesn't matter as much as job training "this is a dangerous message.

We all can, of course, absolutely appreciate the importance of job-readiness and finding gainful employment after four to six years of work at the university. Certainly a business or computer science minor, for instance, coupled with a GHR or Philosophy major might give students a start with some skills they'll want to utilize in their work life, but even without such many employers have preferred graduates of the humanities because of their ability to think clearly, write clearly and make the most positive impact in their organization. Likewise, many CS or BUS majors would benefit themselves with a minor in the humanities. We need to avoid taking drastic measures to align ourselves like a business, our product in higher education is people "humanity "the future of our nation. Educating people is a \*sacred responsibility to quote Edward J. Ray, OSU's current beloved president. Where does such language and inspiration come from, except from the Humanities? And with this utter dearth of humanistic, cultural and religious understanding which we see at the helm of our country now, we would only be fighting fire with fire by eliminating such valuable faculty and reducing the programs which hold up historical and cultural understanding, justice and wisdom. Moving the university forward doesn't mean dissolving these programs or faculty lines, it means re-imagining how students might move forward into meaningful and ethical career paths "the humanities are a part of this. More enforced early student engagement with Career Services and an expansion there might help. I plead for

## **UM Strategy for Distinction: Feedback**

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the retention of these faculty who are being seen as no longer needed, particularly Bradley Clough, Nathaniel Levtow and Ruth Vanita “all of whom I’ve worked with and found to be most impressive.

I have been hired to guide students toward their degrees due to the competencies I gained as a graduate of University of Montana. Without Bradley Clough’s course in Hinduism, my commitment to diversity might just be lip service “there is already too much of this in higher education. Please find another way to trim the budget, but not by extracting the soul from the machine. Please don’t allow the professionals “who may have outside interests or backgrounds in business and not in education “that sit on the Board of Regents make decisions for University of Montana’s future.

I’ll conclude by sharing an article about recognizing white privilege in higher education. Please consider the impact on cultural understanding whenever making such cuts so we do not merely pay lip service to diversity in higher education.

#### Reference 26 - 0.06% Coverage

I'm writing to encourage reconsideration the cutting of the Global Humanities and Religions program at the U of M. I graduated from this program in 2017, and was immediately employed by the local muslim-advocacy community group SALAM on account of my degree from this department. I have since been accepted into a division of the Claremont School of Theology on account of my degree where I will pursue a dual Master and Mdiv in Islamic Theology. I took the majority of classes offered by the department and found Clough, Vanita, Hanson, Levtow, and Dietrich to be among the most intelligent and considerate professors at this university. Their classes provided me with a tremendous amount of valuable information for my academic and professional career but also for my personal development. It is the last area that compels me to request that you reconsider crippling this institution through the elimination of this program.

The GHR program is unique in the sense that students of other majors take these courses not only for academic pursuit but to settle their own theological quandaries. Our generation in general is rapidly moving away from the practicing, understanding, and even interest in religion. The courses offered by this program revive people's interest in religion and at the very least foster a greater appreciation for the world religions cherished by billions of people around the world. There is not a single discipline where understanding the beliefs and practices of others is not of value and the beliefs of a religion person seep into every area of their lives, including business, finance, science, and ideal of social justice. Individuals who lack the understanding of at least the dominant religious tradition of the region are ignorant to world views that have an intense impact on their society as a whole. It is one thing for an individual to choose to leave these undeveloped, and it is another for an institution to decide that the study of religion is irrelevant to higher education and to think that through limiting student capacities to struggle with this academic and personal discipline will produce well-rounded students equipped to deal with diversity of thought and perspective in whatever they pursue.

I strongly urge you to reconsider,

#### Reference 27 - 0.06% Coverage

I graduated last year from UM with a major in Liberal Studies, and two minors in History and Classical Languages and Literature. Right off that bat, I must declare that neither of these two minors would've been possible to obtain, had I not decided to major in Liberal Studies. These departments simply would

## **UM Strategy for Distinction: Feedback**

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not have overlapped, had I chosen to major in either. The Liberal Studies major allowed me the freedom to select from a wide variety of classes to enroll in, which also counted towards the Liberal Studies major. To this end, I am sure that I could've aligned my class schedules towards minoring in some other department (English-Lit, Business, Math, etc.) if I had wanted to.

However, I am 100% SATISFIED that I decided to pursue a degree in Liberal Studies, I can think of no other major that caters towards developing student's character. By developing a student's character, you are setting a student up for a life-long enterprise of success. With my Liberal Studies degree, and the freedom it offered to choose from a wide variety of classes to enroll in, it DIRECTLY QUALIFIED ME FOR MY CURRENT JOB POSITION: INTERPRETATIVE PARK RANGER. It was my character that helped me in this job's interview process, since this job is all about how you carry and present yourself to the public. I know that student success, post-graduation, accounts for a great deal in the metric of determining which programs stay and go- please note my case and the success my degree allowed in the current job market. This is a federal job that pays well.

It should also be considered that the Liberal Studies department is the only one to offer Hindi, and to have classes that focus on this region of the world. India is, and has steadily become, a global economic power. For this reason alone, it should be paramount to keep the Liberal Studies program around if UM wishes to remain globally relevant. Yes, there are programs for Russian, Chinese, and Japanese (along with a host of others) - so it should make sense to include, or keep, India in the mix as well.

From all of the wonderful professors of Liberal Studies, I only had the pleasure of being able to enroll in the classes of Professors Dietrich, Justman, and Vanita. Since Dietrich and Justman are retired, I will focus on Vanita. I have never met anyone who has as much knowledge and wisdom as Professor Vanita. Her course on the Bhagavad Gita truly shook and re-formed my worldview. My wife and I were going through an especially hectic and weighty change in our home-life (the introduction of our newborn daughter), and I truly believe that this course helped me through those times as a powerful source of consolation. The wisdom she offered truly is a gift that will keep on giving throughout my life, and is something that a university should offer- it is more powerful than a diploma ever could be. Her class (which was a LSH one, but again overlapped into many other departments including LIT) entitled \*Stories: From East to West, also was a formative experience for me at UM. She taught us to read and write with context, to interpret the texts in a variety of ways and not through one view, by itself. She taught us and informed us about the world and its many complexities, how trans-national communication is persistent, yet limited. Practically, she taught us elements of writing and grammar that will remain with me for life. Being in the job market now, I can attest to the importance of clear, grammatically correct writing, it sets you apart from others in a most beneficial way. Her experience and teaching style set us up to be global citizens.

In short, I urge you to keep all three Liberal Studies professor, and the program itself. Character development was a principal part of the ancient Greek \*schools on which the western model for education developed. \*Education itself derives from the Latin \*Educare (which translates \*to moldâ€œ), which means that an educational experience should have the effect that it did on myself. I feel like a completely different person than when I first set foot on UM, a testament to the Liberal Studies department, since I felt that nothing could have such an impact one like my prior experiences in the military and in combat did. On that note, the sheer wisdom offered by the Liberal Studies department and faculty allowed me to make peace with my experiences overseas, something which neither therapy nor medication could do. For opening my eyes afresh, I am eternally grateful to the entire Liberal Studies department of new and old; I must urge you to keep this program and its professors around. If this program can change just one other life like it did mine, then it must stay open as a service to humanity, our nation's veterans, those who seek to learn, and those who seek healing or perspective. Please reconsider your evaluation; not all value can be quantified in numbers and the bottom line. Thank you.

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

Reference 28 - 0.06% Coverage

I wish to protest the proposed cuts in the Classics program at U. of M. I studied Latin and Greek in that program back in the 70's, and received a degree in '75. I have to say it was one of the best educational experiences of my life; better than my degrees from Stanford, the U. of Iowa, or Columbia. John Hay, my teacher then, literally made my career for me. I went on to teach high school Latin at a wide variety of schools and write books about education and classics.

Latin and Greek are still our ancient languages; they are as much ours as they are anyone's. In many ways this country was founded on Greek and Roman ideals. Reading about these ideas in the original, and therefore seeing how the ancients dealt with such problems as their own wealth, power and arrogance, and how they solved at least some of these, is an important component of every young person's education. For me, it gave me hope that we, too, could solve some of our modern social problems. That's why I worked in urban public education my whole life.

I have seen classics succeed in similar state colleges. I taught for a while for Montclair State University, where I found a good way to incorporate classics into the general curriculum. There the classics program was not linked with foreign languages, but with a broad range of ancient studies. About half the people in the department taught Greek Mythology, which was required for any Humanities area major, and many others taught ancient history and other ancient-culture topics. That kept the program alive, even though only a handful studied the ancient languages. Classical languages have more in common with ancient history, art, and culture than with modern foreign languages. It is not a "foreign" language; it's our ancient language

Reference 29 - 0.06% Coverage

In this email, I have included my response to your Draft Recommendations for UM's Future. I am a graduating senior, so these changes don't have much of an affect on me. But, as a potential future donor and alumni, this is not something that I will endorse in the future. I would really appreciate if you took my response into consideration as an opinion that many students and future students share.

"I believe that it is paramount for an accredited organization to offer studies in the field of multicultural languages and literature. As a school in a state that is widely considered to be "desolate", "underdeveloped" and "lacking in diversity" (though these are untrue), it is important that we offer our students the ability to widen their horizons by learning about other countries and cultures, further eliminating the assumptions that people make about the state of Montana and the University in specific. By eliminating departments that many people are interested in (although enrollment is low compared to other departments), we are giving potential students another reason to choose an alternative university, such as Montana State or an out-of-state school, because we don't offer these fields of study. I am a Management Information Systems and International Business major, pursuing a German minor, and I believe that my supplementary education in German has allowed me to become a more qualified candidate for potential careers, as well as a more well-rounded student and citizen of the world.

I have made many points that prove that discontinuing the MCLL department would look terrible for the university, and is something that will further reduce enrollment. I understand that we are in a very tight spot as far as funding, but the elimination of significant programs such as the MCLL department reflects on the University extremely poorly, making us seem ignorant and uninterested in the culture and events of the rest of the world, and will only result in more reduced funding. Studying a language will never

## **UM Strategy for Distinction: Feedback**

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hurt a student, but not having the ability to do so could be detrimental. As a student, I am very disappointed to hear that this is something that is even up for consideration and this makes me embarrassed to be a citizen of this community. I hope that the elimination of this department is something that will be reconsidered for the betterment of this University and the state of Montana."

Thank you for your time and consideration.

### Donor

Reference 1 - 0.06% Coverage

I am very supportive of the direction and of the hard lessons. Facts are facts. We need to educate students in a way that makes them great citizens of the world and able to have a meaningful job and career. Tough choices have been made. Now lets get on with implementation. I am more behind UM than ever. Thanks Seth and Chelsea for bring a fresh perspective to us.

### Other

Reference 1 - 0.04% Coverage

The elimination of a number of Modern Languages and the associated majors is a grievous mistake. The world is becoming smaller and smaller and we (monolingual Americans) in order to become a true member of our world.

Reference 2 - 0.04% Coverage

By cutting your language programs you are cutting your students off from the rest of the world. You are contributing to the ignorance of the world today and it sickens me. Look for other ways to cut the budget, this is NOT the right thing to do.

Reference 3 - 0.04% Coverage

Please don't take away foreign language studies. Spanish and other Romance languages are so important! The United States is already experiencing a foreign language teacher shortage.

Reference 4 - 0.04% Coverage

First, European Studies sounds like something Richard Spencer would study. Actually, it is.

Second, studying foreign languages and their cultures is more important than ever right now. We as a country have fallen behind in terms of cultural awareness, and the proposed cuts to the foreign language programs and their potential elimination is terrifying.

Reference 5 - 0.04% Coverage

The "Strategy" that was proposed as a way of saving money seems drastic and extreme. Cutting entire programs that will affect not only current but future students seems like a way to discourage

## **UM Strategy for Distinction: Feedback**

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attendance. My own students were attracted to UM for the specific foreign language program offerings and now, due to the proposed cuts they are reconsidering their desire to attend UM. It would seem to me that having programs that encourage education about culture and world view would be important but the President of UM seem to feel differently. Foreign languages are not the only programs taking significant cuts but other programs that make your university diverse and attractive to many students will no longer be offered. I would encourage you to reconsider your proposal and save the programs that make UM a desirable place to continue one's education. Thank you for your time.

#### Reference 6 - 0.04% Coverage

I am shocked and dismayed that the university would cut 7.5 faculty positions in World Languages and Classical Languages.

In the article entitled, The Link Between Foreign Languages and U.S. National Security, we learn that:

"With the latest study from the New American Economy. Between 2010 and 2015, the number of ads for bilingual workers doubled, but we still find among businesspeople that they're not advertising language needs because they don't think they can find them here in this country....And what's interesting is that particularly increasing access to study abroad is just as important for international affairs speakers, specialists, but also, you could be an inner-city kid, you could be on a rural farm, it's not a red state, blue state, it's how do we get more Americans to have these opportunities. And that's a bipartisan issue...But the United States, we're actually underrepresented, literally, an underrepresented country amongst the United Nations staff. And remember, at the United Nations and at NATO the working languages are English and French. So part of our job was actually to place Americans in key jobs. And usually we'd have brilliant people, great scientists, all sorts of people who we could place in international organizations. Usually, the problem was finding people with the language capabilities. And so for foreign policy reasons, you wanted to be able to make sure you had Americans in key positions, but we needed them to speak another language."

As for Classical Languages, they are the root of understanding modern languages and prior civilizations, which helps us have a better understanding of both our ancient and modern world.

I implore you to look at the facts and to rethink your decision.

#### Reference 7 - 0.04% Coverage

Perhaps the President's salary should be cut by a few hundred thousand dollars which would then eliminate the "need" to cut a large number of staff members.

#### Reference 8 - 0.04% Coverage

We cannot emphasize how disappointed and alarmed we are to find out about the proposed cuts to your language programs at the University of Montana. More than ever before, we live in a time when we should be adding and even requiring more language and culture courses to the education of our current and future generations. Cutting majors/minors in languages is inconceivable in a global society, culture, and economy; our national/state standards require our students to be global citizens. Global citizenship is a necessity for our country, our government, our state, and the success of our students in their jobs and futures! We urge you to not cut these major areas of study!

## UM Strategy for Distinction: Feedback

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#### Reference 9 - 0.04% Coverage

I want to first say that I appreciate that you have taken on an incredibly difficult challenge. Leading UM at this time is particularly difficult given the tremendous upheaval of the last several years, the declining enrollment, and the difficult economic times for the state. The decisions you need to make are not easy, and clearly you are carefully strategizing to try to put the University in as good of a position as possible for going forward. Many sacrifices need to be made on many fronts to balance the budget.

My question for you is, why not start with some sacrifices at the administrative level? What if everyone on an administrative contract agreed to a 10% or even 5% pay cut? It would show an appreciation for the gravity of the situation and for the sacrifices that you are asking many others to make, and it could save some people's jobs. Perhaps it could be structured in such a way that the funds could come back to them at some point in the future provided the situation improves. I realize nearly everyone at UM is underpaid by national standards, but clearly we are in a particularly dire situation and it is calling for particularly dire measures. I believe that the campus community as well as the community at large would be deeply impressed by and appreciative of such a gesture. For what it is worth, as someone who would be personally impacted by an administrative pay cut, I am all for it.

Thank you for your consideration.

#### Reference 10 - 0.04% Coverage

It is very sad to see nothing but "gloom"; instead of vision for how to serve Montana by improving the educational opportunities at the UoM.

I understand dropping enrollment numbers and dropping state support, but I see very little about how this course of action will IMPROVE the situation. It looks like a vicious downward death spiral.

How about building stronger environmental education, communication, and social programs that will be so necessary in the future to support our communities?

#### Reference 11 - 0.04% Coverage

What is the amount of University Systems endowment and its rate of investment return... and can some of that return every year be used to alleviate budget short falls. Also I would stop any major constructions and plans for the next three years. Also what belt righting will the athletic departments be doing in the next three years??? How much research grant money is received by the University System and does new research grant money need to be explored with University Departments..

#### Reference 12 - 0.04% Coverage

\* Senator Welch pointed out the concerns in the language department that students won't realize they could get experience in the cultures of those languages as well. She also spoke to how the combination of departments could help them in the long run by having different skills focused together.

\* Senator Belcher suggested renaming languages to global studies to clear up confusion.

\* Senator Cowley expressed frustration about "diversity" not being included in the areas of excellence.

\* Senator Lemm expressed concerns about employers not valuing the degrees that students would receive named "global studies with a focus in x" as much as they are currently named.

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- \* Senator Fitzpatrick pointed out this wording is theoretical.
- \* Senator Milton said he thought the EBST program was not in the right spot.
- \* Senator Cowley said she had concerns about feedback being received. She felt like some questions had been waved off.
- \* Senator Corkish brought up concerns about perspectives of potential students looking at the new structure and choosing not to come here due to confusion.
- \* Senator Borstad hopes for a better majors listing page out of this. She expressed optimism for the combination of departments within the divisions.
- \* Senator Schafer said economics and political science were in the wrong divisions.
- \* Business Manager Kuiper echoed similar statements about economics.
- \* Senator Butler expressed concerns about Environmental Studies' placement.

### Reference 13 - 0.04% Coverage

The "UM Strategy for Distinction" offers the refreshing prospect of streamlining a cumbersome 23-departmental structure into a streamlined divisional structure of ten units. However, this plan is likely to be effective only if the departments to be conjoined have strong synergies, and with buy-in of the faculty who are affected. This may be the case for several of the proposed divisions. However, in areas with which I am familiar, specifically the "physical sciences", this is not so.

It appears that divisions have been created largely for administrative convenience, with less regard to presumed synergies among their components. Savings are to be realized largely by gaining administrative efficiency, possibly by eliminating potentially redundant (non-faculty) staff. This is unfortunate in view of the staff shortages that have already arisen as a consequence of the unstrategically planned voluntary retirement program. It is not clear that the university will substantially reduce a \$10M shortfall by eliminating ~20 program coordinators and budget analysts (perhaps \$0.6M staff in salaries and benefits/yr). It is one thing to eliminate faculty positions in non-performing majors. It is another to create divisions that may or may not achieve cost savings, at the expense of degrading the excellence of existing programs.

The Service Center model could be effective for administrative/office functions, since there is the potential to normalize workload across departments and divisions. It is not clear that this model will make more effective use of professional advisors, who are charged to direct students along specific academic paths.

From my perspective as a biochemist, I find certain of the proposed divisions to be troubling.

The notion of a "division of physical science" is undesirable for a number of reasons:

First, departments that have been coalesced into this division have little disciplinary overlap.

Infrastructure needs are very different for the chemists, physicists/astronomers, and geoscientists on our campus. Faculty in each of these disciplines should benefit from the advocacy of their own departmental heads.

Secondly, the plan disregards synergies that do, in fact exist. Biochemists establish collaborative ties with biologists and biomedical scientists.

Third, prospective undergraduate and graduate applicants are likely to conclude that UM, with its "division of Physical Sciences" has little depth to offer in chemistry, physics or geosciences. Generalized "physical sciences" departments are typically found in junior colleges and four-year institutions that do not have sufficient staffing in component disciplines to justify establishment of departments. In fact, UM's Physics/Astronomy has an outstanding undergraduate research program and both Geosciences and Chemistry&Biochemistry are home to faculty members who conduct world-class, well-funded research programs.

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Equally arbitrary is the consolidation of Mathematics, Computer Science and Economics into a single division. They seem to have only “math” in common. So does physics and chemistry. Why not include them as well? Again, this grouping will only confuse, and perhaps discourage students with interests in these areas from applying to UM, and ignores synergies with other units.

It seems that other proposed divisions have been arbitrarily assembled into chimeric divisions (Women/Gender/Sexuality + African American Studies + Native American Studies + Geography + Environmental Studies + Philosophy).

While it is true that some of our departments are too small to be self-sustaining (e.g. geography, whose faculty might be redistributed to other units according to their interests), our college of Humanities and Science is unwieldy. Separate colleges housing Humanities on one hand and Sciences on the other, would be more manageable. Smaller departments should have the option of remaining intact if they constitute a critical mass and see themselves as a coherent unit. Administrative service centers could serve the needs of several such units.

The shift of allied health programs from CoEHS into CHPBS will enhance the coherence to UM’s Health sciences initiative. BMED and Neuroscience are essentially basic biomedical science programs, and should be part of a School of Science. Perhaps some of their faculty might do well in other departments (e.g., medicinal chemists in chemistry).

My suggestions (which some might seem arbitrary, too) aside, it seems to me that divisions, if they are to be created, should arise from bottom up, with broad input from the faculty. This will not happen overnight. It will have to be a guided, process, pursued with attention and dedication, very likely over the course of several years. Reducing faculty numbers in a targeted manner as is proposed in the Strategy of Distinction, is a separate issue. It can and must be done. The administrative redundancies can be addressed by administrative service centers with existing departments, even as colleges, and some departments are reorganized.

I believe that centers and graduate divisions best serve the purpose of enabling interdisciplinary or trans-disciplinary research and training. Interdisciplinary foci are fluid and change rapidly in the time scale of academe; Centers, comprising faculty from multiple departments, need not be permanent fixtures and, with more nimble administrative structures, are more dynamic. Combining small graduate programs with clear synergies into graduate divisions could improve recruitment, enable the establishment of specialized training programs (such as supported by NIH training grants) and reduce administrative redundancy. The Molecular&Biosciences umbrella, formed last year, allows 6 graduate programs to recruit collaboratively, and has engendered the consolidation of two seminar series. This approach might be considered for other graduate programs at UM.

Centers provide a mechanism for facilitating trans-disciplinary collaborations, providing pre- and post-award grant management (thus reducing the burden on the strapped ORSP staff), and fostering relevant programming - from study groups to core facilities. Funds generated by centers in the form of IDCs returned to them from research funding that they acquire can be used to fund faculty startups, pilot (seed) project grants, and needed infrastructure.

Interdisciplinary scholarship and research, at both undergraduate and graduate levels, can be fostered by allowing cross-listing of courses. The apparently un-solved problem of giving faculty credit and recognition for all of their teaching and research contributions can be addressed if we create a faculty-centered data base, in which teaching and research activities of every faculty member is recorded. The contributions of a faculty member to each of multiple entities “ School/College, academic program, or center can then easily be acknowledged and counted.

The UM Strategy for Distinction is to be lauded as a serious and substantive plan to address, with actionable specificity, the fiscal crisis with which we are faced. I have great respect for the creativity and diligence of all involved in this difficult process. I should say that in composing these comments, I have been informed by conversations with many colleagues. Also, I believe that all feedback should be made

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published generally on this website. This should be a general conversation rather than a collection of entries to the "suggestion box"

Reference 14 - 0.04% Coverage

Language majors are too influential to be cut from the university. By taking away the Modern and Classical Languages and Literatures majors, you are taking away most students' chance to become a global citizen. Writing from the point of view of someone who takes both French and Spanish, I myself can speak of the importance of foreign language studies. Studies have shown that bilingual students show improved scores on tests and in their general schoolwork. I started taking Spanish three years ago, and I can attest, even in a smaller time period without full bilingualism, that my comprehension in other subjects has improved as well. Another benefit of studying languages is that they are extremely valuable in the workplace. Employers are more likely to pick a bi or multilingual candidate over a monolingual one, even if the monolingual is more than qualified for the position. On top of that bilingualism has been linked to certain health benefits. One study said that knowing two or more languages can help ward off dementia, Alzheimer's disease, as well as strokes. One senior group of bilinguals that were tested showed better cognitive skills than the same age group of monolinguals. And lastly, cutting the Modern and Classical Languages and Literatures majors denies most students the opportunity to be global citizens. In an increasingly international society, I cannot stress the importance of global citizenship. Global citizens are more open-minded, respectful and empathetic than others, and by taking away their opportunity to major in Modern and Classical Languages and Literatures, most will not go out of their way to learn different languages, and therefore will not develop such critical qualities in an increasingly global society.

Reference 15 - 0.04% Coverage

I'm troubled by the strange value system the recent recommendations suggest about UM, its people, and its future. Let's look at where UM's recent financial problems began: With a football program that valued winning over the character of its players. The campus rape crisis, especially to the degree it involved UM football, led to crashing enrollment figures. Now, instead of rebuilding the campus by focusing on enhancing and growing what has been in many ways a sterling academic reputation, the administration rehires the football coach whose previous teams were involved with that rape scandal. And you turn around and start cutting academic programs. I currently work as faculty in another state. I regularly have recommended Montana to students. In fact, two people I encouraged to attend Montana are planning to move their this summer to study English in literature and creative writing. But I have since sent them articles from the Kaimin and the Missoulian, and I expect they will change their minds about their decisions. Expect lower enrollment from here on out. And please don't expect any more donations from me.

Reference 16 - 0.04% Coverage

I am writing to you as Chair of the American Association of Teachers of French (AATF) Commission on Advocacy to urge you to re-consider your preliminary recommendations to discontinue foreign languages and related areas.

In an interconnected and globalized world, foreign language skills are a communicative and social skill in the workplace, in our neighborhoods, and in our lives as global citizens. Foreign language proficiency

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and cultural knowledge are also associated with increased earnings and employability, and demand for foreign language skills is predicted to continue to increase.

In addition to being a language associated with a rich cultural and historical heritage with strong ties to the US and Canada, French is one of the most useful languages in international business, France is a major trading partner of the US, and French is a global language spoken around the world.

For all these reasons, I urge you to re-consider your preliminary recommendation to discontinue French at the University of Montana-Missoula.

Please feel free to contact me if you would like to discuss this or if you would like any additional information.

#### Reference 17 - 0.04% Coverage

To even consider cutting the English Teaching program that Dr. Beverly Ann Chin has expertly created and nurtured is extremely ill advised. Public education is currently under attack in this country, something that we must stop. Public universities such as UM have a responsibility to graduate excellent teachers like my daughter, a Davidson Honors graduate with majors in English and history as well as a MT teaching certificate (and another in the State of AR). We owe ALL children in our country the ability to speak, read, and write English, whether it is their native language or not. Please reconsider, and keep English Teaching alive at UM. Thank you.

#### Reference 18 - 0.04% Coverage

I am writing to you as a donor to UM and also as a parent of a current student who is on track for an English Literature and Creative Writing degree, with minors in German, History, and European Studies. I urge you to reconsider the recommendations regarding the Modern & Classical Literature & Languages and the English departments, and in addition address the current enrollment (which arguably is the root of the budget crisis that UM is currently facing).

UM currently hosts the prestigious College of Humanities and Science; to take away English and the languages from this branch of the college will forever change the shining liberal arts education that UM has been known for.

I would ask you to reach out to your current students in the Modern & Classical Literatures & Languages and the English departments and take their comments and concerns very seriously. The humanities teach skills to the brightest of Montana's students, to help them leave UM with the tools necessary to lead Montana and the nation.

I would also urge you to look seriously into the root of the budget crisis, which is continuing declining enrollment and consider how UM can recruit and retain quality students.

Thank you for your time.

#### Reference 19 - 0.04% Coverage

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You have to discuss marketing and recruiting. you have a fine campus in a beautiful setting that should have national appeal for lifestyle. it is your most relevant unaddressed characteristic . My wife is a former admit director and i am a former admin dean from Los Angeles(Loyola Law and UCI). you need to engage students, facult , alumni and life style social media in selling Missoula. in retirement we fly fish in your waters and marvel at how unknown the city is. you really need to reboot recruiting nationally!

Reference 20 - 0.04% Coverage

Here is what I understand UM to represent:

"The University of Montana--Missoula pursues academic excellence as demonstrated 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. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world."

I believe that the proposed cuts to the MCLL department radically alter this statement. If the proposed budget is executed, the mission statement must change as well. It would more accurately reflect UM's mission as follows:

The University of Montana--Missoula pursues academic MEDICORITY as demonstrated by the quality of SELECT curriculum and SELECT instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the basic integration of a partial or superficial focus on liberal arts, graduate study, and professional training, WITHOUT international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of LOCAL communities; and provides basic and applied research, technology transfer, BASIC AND SUPERFICIAL CULTURAL UNDERSTANDING, and service benefiting the local community, region, State, AND THE ENGLISH SPEAKING WORLD.

The Shape P20 grant that MCPS and UM accorded in 2013 had in mind a vision of pre-K to university, offering Missoulians and Montanans pathway to "21st century readiness" on all fronts. That grant funded the adoption of our International Bacclaureate programme at Hellgate. This academically rigorous and internationally recognized program has but one class that ALL participants must take in addition to their core philopsophy class: LANGUAGE. It saddens me that Hellgate while I have graduates of Hellgate and my French program that are at Stanford and Harvard, many students choose to continue their studies at the University of Montana. I would like to quote a truly amazing student who told me, while awaiting acceptance letters, that although she applied to Harvard, Yale and Stanford that she would like to attend UM because the Missoula community had given so much to her, and she wanted to find a way to give back in her hometown.

It saddens me that at MCPS, we are cultivating the next generation of global thinkers and problem solvers- and UM is retreating from the philosophy that global preparedness is a necessity for modern careers.

It saddens me when a student tells me they are thinking of pursuing a career in education, and not only can I not encourage them to attend UM (despite the accolades often given to the College of Education), but must discourage them from attending any teacher preparation program that does not offer

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advanced language study. To be competitive in seeking a job in Missoula- with two IB high schools, an AP high school, a language-immersion elementary, and a significant and growing population of ELL learners- language study is necessary. I must say again that I am saddened that I must tell students that if they want to teach- here in Missoula or elsewhere- that UM lacks the opportunities that will make them competitive in a 21st century educational job market.

I understand that philosophy and budget are two wings on the same animal, and they often extend in separate directions. Recognition of both is the ultimate challenge of administrators, and I can appreciate that in dire times administration must consider the reds and blacks of a situation to keep the animal alive. Is the situation that dire? Is UM ready to give up the tenets of liberal arts and its commitment to preparing its students for a modern and global job market? I have to wonder how much time and energy was given to addressing enrollment, rather than cutting and reallocating budgets. I am writing because I am not ready to tell my students that the University of Montana is a university for those whose careers will not extend beyond their communities and parts of their nation, and not extend to the global opportunities which exist within their communities and nation.

I would be happy to discuss what globally and nationally accepted language programs (AP and IB) are seeking to see from high school students, and what courses would attract new students. To be frank, I taught 101 and 102 from 2007-2009, and understand why it fails to draw students. My experience with advance courses, however, have opened every door. I humbly suggest that the University reexamine its course offerings, and add language requirements for all programs and paths of study which demand cultural understanding or could result in careers at the global level. Montana is one of few states that does not have a language requirement for high school students. I know that many educators have fought that battle with OPI and lost, but please contact me if UM is willing to reopen that conversation with the vision of increasing enrollment and employing the astoundingly clear opportunity for interdisciplinary instruction with courses in modern and classical languages and literature.

Thank you for reading. I am pleading that UM seek creative and innovative ways to address the enrollment issues and bring the rest of their programs of study into the 21st century by incorporating the necessary cultural and language study. The numbers can't be changed and I understand that- but turning to these cuts as a solution is draconian, uninformed, and further hold back our beloved University of Montana from being a respected post-secondary institution.

Reference 21 - 0.04% Coverage

I can't believe the cuts that are being made in the foreign language and Fine Arts programs. In this day and age when international communication is primary, we cannot afford to disembowel these programs. The US is the only major country where the majority of its citizens speak only one language. We are not becoming a third-world country; we are one.

Education cannot be run on a business model. Efforts need to be spent on educating our legislators about the importance of funding a well-rounded education for Montana citizens. The same applies to our citizens so they will vote for the legislator who supports education.

It is so rare to find someone who can actually speak and write correctly in the ONE language they use daily. I am daily appalled!

Today someone sent me the text "Your welcome."

Our teachers, at all levels, need to be supported with the proper materials to teach and to reach their own potential so they can share it with their students.

I know we are in tough financial times. It is time to think out of the box, not let the box crush us.

## UM Strategy for Distinction: Feedback

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Do it!! Please!

Reference 22 - 0.04% Coverage

We are writing to you to express and convey some thoughts in favor of continuing a substantial and meaningful Liberal Arts program at the University of Montana.

Most of the justifications for supporting a Liberal Arts program are focused on the following:

\* A Liberal Arts program has an objective of creating broad-minded, life-long learning citizens. While those are admirable objectives, they are hard to track and therefore hard to justify. Inevitably, if Language graduation rates and course participation are down, then those programs must be pared to a level that's budget-sustainable. However, the risk is that the entire program will spiral down; first, the students, then the teachers, then the program.

\* A Liberal Arts background fosters critical and creative thinking. Perhaps true, but specialty areas have taken up that role, as well, and applied it to their specific discipline. Nevertheless, a Liberal Arts program would do it better.

\* A Liberal Arts program must be subsidized (supported) by the University. That's a dangerous myth because it relieves the Liberal Arts community from advocating their value. If the English and Language departments are going to weather this budgetary storm, then they must adjust their thinking on how to "sell" the need for English and Language as a foundation to and for life. They must collect stories and promote their successes, such as the many students who earn Fulbright or Boren Fellowships and study or work abroad.

\* Liberal Arts is one of the key differentiators between the University of Montana and Montana State University. No other area promotes diversity in culture, civility in argument, creativity in expression, collaboration in development and cogency on ethical issues"like Liberal Arts does. And, English and Language are the hallmarks of that role in higher education. The University of Montana will lose, then, a distinguishing component of its identity, if Liberal Arts programs are minimized.

In that regard, the following stories, while anecdotal, are both historical and current, both from within and outside of UM.

Dr. Horst Jarka, a brilliant German professor at UM during the mid-sixties. He was a perfectionist in definition of terms. He once related an intense discussion with his son about the usage of a teenage slang word. This scene was a metaphor for communicating clearly and it harks back to a Biblical proverb "in the beginning it was the word." Not a number, not a statistic, not a database nor a study. Just a word. That's a strategic role of Liberal Arts to bring meaning to human communication down to its finite element.

Dr. Linda Woodbridge, UM Mollie instructor and Weiss Chair in the Humanities and Professor of English (emerita), Pennsylvania State University"writes:

"So"the kind of things an English Department (or Communications Department"and also other Humanities Departments) can teach you about writing: how to tell when a statement is ironic rather than literal or whether a writer is joking or serious; how to assess the tone of a piece of writing from its level of diction; how to judge the reliability of evidence offered in the course of an argument"very important in this day of "fake news"; how to judge the respectability of source material (before you quote an article or a website, how to know whether it is the sort of thing that can be relied on); how to make a persuasive argument yourself; how to judge the persuasiveness of other people's arguments; how to get more enjoyment out of your fiction reading by noticing parallels or contrasts between various characters, or interwoven patterns of imagery, or ominous foreshadowing; how to get more

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enjoyment out of poetry (or song lyrics) by listening for alliteration, or rhythmic effects, or strongly stressed words. I could go on and on! But I hope it's clear that in this day when it's so desperately important to be an intelligent citizen, a humanities education (not "training," but education) helps us to be intelligent citizens; and during the one lifetime we are given, such an education also enhances our pleasure in living."

Dr. Doug Emlen of the UM Biology department gave a presentation in the Community Lecture series about the value of using the scientific method. He was particularly emphatic about eliminating human bias through double-blind studies. Yet, at the end, he agreed that results without proper presentation, i.e. human communication, was vacuous and ultimately fruitless. That's a strategic role of Liberal Arts: better, deeper communication.

Denver Holt, Founder and President of the Owl Research Institute (ORI) and Dr. Creagh Breuner, Asst. Dean of UM Biology were discussing a potential collaborative relationship between ORI and UM. Both are highly experienced researchers, and both expressed deep disappointment in the writing skills of graduate students. That's a strategic role for Liberal Arts: refinement of communication skills.

Robert Person, 1968 UM graduate in Botany and a minor in German. Retired from the Montana Legislature as Head of Legislative Research. He laments the times that he hired employees with degrees, even multiple degrees, who on-the-job couldn't write. They had little appreciation for transitions, segues, definition of terms, sentence structure and proper use of pronouns. He finally developed a test that could identify those candidates that could fully communicate. That's a strategic role of Liberal Arts: better, deeper communication.

Lana, and I were in the audience of the panel discussion on April 12th to discuss the Powerful Potential of a "Useless" Liberal Arts Education. We later discussed between us how difficult it is to pinpoint the end of the "value chain" from education to application. And, while difficult, the task of making that connection is essential to persuading the political powers and the general public of the fundamental utility of a Liberal Arts Education. On that point, this last weekend we had that utility confirmed. Lana and I are devoted birders and we go on lots of birding field trips. We were birding with a guide by the name of Kenneth Blankenship in an area south of Tucson, AZ. I was really impressed with his auditory skill at identifying bird sounds and calls. So, I asked him how he developed that skill. He replied that he had been a French major in college (not UM but could have been) and taught French and Spanish in the Public School systems in Georgia for 14 years. He referred to bird sounds and calls as just-another-language and that he spoke four languages: English, French, Spanish and bird! More profoundly he could sense that the same part of his brain was activated when listening for birds as when he spoke a language. As a result, he has become a renown bird-guide and consultant in Arizona and Georgia with over 50 publications to his credit.

What a story of where a foundation of languages can lead a person! What a lesson seeing the value chain starting with an education in languages! That's a role for Liberal Arts: better, deeper communications.

We respectfully recommend that the severe reduction-in-positions in the English and Language departments be revisited.

#### Reference 1 - 0.13% Coverage

If the U. of Montana will work to carefully reduce expenditures and recruit more successfully, it will change and roll with the times. But axing the English Department is no way to do that. The U. of Montana has always stood for excellence in English Literature, for example with writers and teachers like Richard Hugo and James Welch. In addition, with Dr. Beverly Chin and staff, decades of English teachers have been nurtured, providing professional expertise to many districts in the state. Also, the

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Montana Writing Project has been a wellspring of creativity and inspiration for teachers for many years and deserves funding.

I myself have experienced the professionalism of Dr. Beverly Chin and her colleagues through multiple contacts in teaching over the years. I have observed at MEA-MFT Conferences, through publications of the Montana Association of Teachers of English Language Arts, and through board meetings of that association the influence that the English department of the U of M has had on individuals, programs, and growth of reading, writing, and assessment on secondary schools in our state. As a member of MATELA and past president of that association I have participated in MEA-MFT Conferences by presenting for most of the past 30 years and recognize the influence of the students and staff of the Department of English of the U of M on state pedagogy, practices, and relationships. As a participant in the Montana Writing Project, I have benefitted from the expertise and passion for writing demonstrated by Dr. Beverly Chin and her colleagues.

Staffing of the English Department of the U of M needs more funding, not less. I understand the suggestion is to remove the option for prospective students to pursue an MA in English with a Teaching option, retaining the Literature option. With all due respect, most people who go into English will need to teach. Without the Teaching option you are sounding a death knell to the MA in English program. Few will want to pursue an MA in English Literature. Both options are needed.

If the humanities liberal arts tradition is to survive and thrive at the U of M, 6 FTE should not be cut from the English Department, but if any, far fewer. Funding needs to be allocated to continue and grow literary excellence, retaining the MA in English Teaching as well as Literature with adequate staffing. The U of M has a part to play in helping teachers grow and thrive in our state.

#### Reference 2 - 0.13% Coverage

The reported plan to gut several Humanities programs, including foreign languages, is antithetical to the interests of your students, the people of Montana, and the general health of the U.S. democracy.

#### Reference 3 - 0.13% Coverage

I was disappointed to read that the president wishes to eliminate majors in foreign languages and plans to greatly reduce learning opportunities in these fields. As the state's flagship university for study of the humanities and arts, eliminating language programs that serve as a springboard for international and study abroad programs, not to mention exposure to other cultures and ideas both modern and ancient, would be a travesty. Two weeks ago, my daughter decided to attend the University of Montana with an intent to pursue a major in German while also pursuing courses in pre-medicine. At no point during our discussions with faculty and the school was it clear that such an opportunity would be eliminated during the course of her years there. Please reconsider and maintain existing foreign language programs and majors to the maximum extent possible. Doing so will maintain UM's distinction as Montana's hub for the study of the humanities.

#### Reference 4 - 0.13% Coverage

I would appreciate if the President would be more sensitive to the students and he should cut the Kelly Webster barrier crap. Kelly Webster is an old syndrome foundation that is on campus in order to

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control any information and allow them to bounce back and not honestly shared with the president of University of Montana. I still feel that Kelly Webster is a lie. Seth, DO NOT DO IT.

Reference 5 - 0.13% Coverage

A university isn't a university without a strong humanities division. A university without classics, languages, literatures, philosophy, art history, religious history, English, history, etc. is an oxymoron

Reference 1 - 0.06% Coverage

I am very supportive of the recommendations. I strongly agree it is a good idea to do "less - better". Difficult decisions have to be made, and for at least 3-5 years, the decisions have been evaded. We cannot continue to bury our heads in the sand and do nothing. Past administrations have asked for units/departments to voluntarily come up with solutions, and no one has been willing to give up anything or be creative in merging resources. The reality is here - we do not have the funds to do everything we are doing, and do it well. The mindset of 'no change' has to go. I believe the proposed strategy has been well thought out, has had adequate input, and has been transparent. I don't understand why some think it has not. I am flooded with emails about multiple opportunities to attend meetings, listening sessions, opportunities to give input, as well as webpages with copious information. I also appreciate the opportunity to respond to the recommendations - to know we are being heard. I support the difficult decisions that must be made to keep this great institution going.

Reference 2 - 0.06% Coverage

It was brought to my attention by a student at Glacier High School that the UM's Strategy for Distinction brings forth a number of devastating cuts to the Modern and Classical Languages and Literatures department, including discontinuing majors in French, Spanish, German, Russian, Classics, and Political Science - History. I appreciate that difficult tough financial decisions need to be made, but would request you reconsider what some of these cuts would do to a well rounded student body. The proposed cuts would adversely impact some students who possess different interests and skill sets desire to attend the UM

Reference 3 - 0.06% Coverage

xxx

Reference 4 - 0.06% Coverage

In principle I support the President's recommendations. The last several years have clearly shown that fundamental change is needed at UM and I am looking forward for this to finally happen. The Strategy for Distinction is a solid proposal, although refinement may be needed and as appears will happen. It is critical that this strategy corrects the financial woes of the university.

In particular, first, I am supportive of the structural changes being proposed. I agree they will support interdisciplinary efforts. Importantly, I believe they also will make us more innovative. The current structure prohibits innovation because of the naturally narrow perspective of the decision makers in the many small departments we currently have. This is as important as cost savings, although those are important too.

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Second, speaking of interdisciplinarity, it should be encouraged across colleges too. We constantly hear how important a liberal arts education is. And in the College of Business we agree and require our students to take 50% of their credits outside of the COB. However, interdisciplinarity needs to go both ways. That is, majors in the liberal arts and sciences should also be encouraged/required to take a broader perspective and take courses in the professional schools.

Finally, some thoughts on FTE reduction/realignment. Aside from COB, Law and Journalism, all colleges have increased the number of FTE between 2007 and 2016. COB, for instance, lost 6 full faculty lines and 3.5 FTE staff in recent years. In some cases, FTE increases occurred while student numbers (majors) increased, but several colleges (e.g. CHS and CVPA) lost student numbers while gaining FTE. Accordingly, the relationship between students and faculty/staff FTE was significantly altered across colleges during these years for no apparent reason. I thus support the President's and associated committees' efforts to realign student - faculty/staff ratios.

#### Reference 5 - 0.06% Coverage

UM is continuing its retreat from the Humanities. Some of that is inevitable, but I am alarmed about the idea to eliminate all of the World Religions scholars. At a time when the President of the United States is proposing various iterations of "Muslim Bans", do you want to have a University without a single faculty member who can explain, with some reasonable amount of sophistication, what Muslims are.

#### Reference 6 - 0.06% Coverage

The Mansfield Library has been the UM's intellectual hub through its services, programs, collections, technologies, and learning spaces to meet the needs of learning, teaching, and research from UM faculty and students. The library faculty and staff have been very passionate and knowledgeable in serving the UM community. Each day, over 3,000 users come to the library. They use library's technologies; take information literacy/instructional classes taught by library faculty; conduct their research projects; create their own videos and 3D products; use a variety of library spaces to study as groups, individuals, and for social gathering. Each year, the library faculty teach over 500 sessions, reach out over 8,000 students, and assist them in acquiring needed knowledge and skills for their academic success. In past six years, as with other academic units at UM, the library experienced over 30 percent of reductions on collections and personnel which impacted the library's ability to meet the essential needs of the UM community. The UM Strategy for Distinction, let by the efforts from President Bodnar and UPC members, is an inspiring document to help us move toward a sustained future through focused distinction, relevance, and value of UM education. I am very excited about the course through which the practical measures will be taken to address the UM's fiscal issues and the UM's key areas of strengths and opportunities will be realized.

The Mansfield Library will continue being an active player to support the key strategies for UM's institutional and educational distinction by aligning its priorities, resources, and operational procedures. We are looking forward to continuing as the UM's intellectual hub for next 125 years.

#### Reference 7 - 0.06% Coverage

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Don't compromise core liberal arts programs. Look at unneeded buildings and businesses. Does UM need all the coffee shops, off campus bookstore and restaurants? The recent building construction excess should be re-examined. Rent out repurpose buildings that haven't been fully fundraiser for.

Reference 8 - 0.06% Coverage

Is anyone trying to get more funding from the state legislature? What about trying to counter the public opinion a 'liberal' arts education should not be supported. Does our strategy include more than fitting into the budgetary constraints imposed by a Republican legislature? You and your panel can do all the curtailing and discontinuing you want, but if the public continues to undervalue, and undermine, and underfund higher education then there will be nothing to reorganize. So, my question is, is anyone an advocate for our 'campus community' back in Helena because we never hear anything on that front.

Reference 9 - 0.06% Coverage

My name is --- and I am, at the moment, planning on enrolling as an incoming freshman this fall at the University of Montana in Missoula and the Davidson Honors College as a Presidential Leadership Scholar. I am writing to you regarding the proposed curriculum reorganization, specifically in the Modern Languages and Literatures programs, outlined in the University of Montana Strategy for Distinction for May 2018. Prior to my knowledge of these proposed changes to the program, I was set to double major in French and Political Science, specifically the International Relations and Comparative Policy option, and accepted the PLS with the assumption that I would be able to do so based on the information I had previously been supplied with regarding the University's academic opportunities in the Modern Languages and Literatures department. Because this reorganization would affect me personally, in addition to thousands of other students across the state and across the country, as well as setting an unhealthy precedent for the ignorance of the importance of languages, I am eager to communicate more with officials at the University so that I may work to understand more about these cuts and also communicate my objections to these cuts. I know that I am not the only one who feels this way. If you have any other contact information of those who worked on the proposal that I could possibly contact, that would be fantastic. I have already emailed Brock Tessman and Dr. Rhondie Voorhees with the same requests. I hope to speak with you soon.

Reference 10 - 0.06% Coverage

Sir, I have no problem with your actionsâ€¦ just as long as nothing detracts from the mission of the Lake County Bio station.

Welcome to our great state!

Reference 11 - 0.06% Coverage

I'm writing to express my concern for the future of The University off Montana's illustrious program in Creative Writing. I am not an alumnus of Montana. I'm what we nowadays like to call a \*public intellectual because my work spans several disciplines from creative writing to medical ethics; from disability history to issues in contemporary post-molecular medicine and genetic research. I hold a distinguished University Professorship at Syracuse University. My graduate degree is from the Iowa Writer's Workshop, in, you guessed it, creative writing. Montana's program is nationally recognized for its teaching and the extraordinary accomplishments of its graduates. If this note to you has any value,

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unsolicited as it is, it's in this message: writers are not \*just poets or novelists they are often interdisciplinary figures whose work reaches beyond the chalky English Department. I urge you to fight like crazy to protect and promote Montana's writing program. You cannot know today what your young writers will do in their careers or who they'll inspire with their imaginations and energies.

Reference 12 - 0.06% Coverage

I am writing to you as Chair of the American Association of Teachers of French (AATF) Commission on Advocacy to urge you to re-consider your preliminary recommendations to discontinue foreign languages and related areas.

In an interconnected and globalized world, foreign language skills are a communicative and social skill in the workplace, in our neighborhoods, and in our lives as global citizens. Foreign language proficiency and cultural knowledge are also associated with increased earnings and employability, and demand for foreign language skills is predicted to continue to increase.

In addition to being a language associated with a rich cultural and historical heritage with strong ties to the US and Canada, French is one of the most useful languages in international business, France is a major trading partner of the US, and French is a global language spoken around the world.

For all these reasons, I urge you to re-consider your preliminary recommendation to discontinue French at the University of Montana-Missoula.

Please feel free to contact me if you would like to discuss this or if you would like any additional information.

Reference 14 - 0.06% Coverage

I read the Strategy for Distinction. I am writing to offer my full support and encouragement.

I have been most intimately involved with the School of Law. I understand that the proposal is to merge the Masters of Public Administration program into the Baucus Institute in the School of Law. I believe that this is an exciting opportunity for the School of Law, the MPA program, and the Baucus Institute. I fully support this plan. I have no reservations about the proposal. The merger should create additional synergy that will benefit the University community and, in particular, the students.

I was impressed with the Strategy for Distinction. It is a thoughtful forward looking document. Unfortunately, you and the University must make terrible and difficult decisions regarding programs and limited resources. I do not believe that this is a reflection upon the University, its faculty, programs, or students. Every time I visit the University, I walk away energized by the amazing things that are happening on campus. I know that great things are happening at Montana.

My greatest disappointment is the decline in public support for our public colleges and universities. When I attended the University (1979-1982), 80% of the cost of my education was paid for by the public. I know that public support for the University today is somewhere around 35%. I received a great education through a public university. I feel a strong obligation to provide that same opportunity to the next generations. I believe that our public colleges and universities are a critical part of our democracy. It was never my intention to reduce public support. I really don't know how it happened. It's tragic. It

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reflects a failure and a flaw of my generation. I hope that we can correct this. I hope that we can increase public support for our public colleges and universities. I am willing to pay higher taxes in order to provide more support for public education. Education is an investment in future generations. Montana must invest more for the future.

This is a difficult time. Positions are being eliminated and many people and families will be impacted. It appears that the University is doing the best that it can to minimize this disruption. Of course, every faculty and staff person is part of the fabric of the University. We will be poorer without their contributions. I think that this is something we all need to think about. Not just the loss of positions, but how we value those individuals. For too long, Montana has underpaid and undervalued its faculty and staff. We must reward people appropriately for their service and contributions. It is not acceptable to simply accept that people are willing to make less because they get to live in Montana. If we want the best people and if we want to be a successful community, then we need to acknowledge and pay for the quality we have.

Our support for public education must come from alumni as well as the legislature. Public funding is absolutely the most critical factor in the health of our public colleges and universities. However, alumni support is also critical. I hope that alumni will support the Strategy for Distinction and continue and increase their support for the University. I am the beneficiary of a great public education. There is a debt there that I will never be able to repay. I am committed to continuing to support the University. I hope that other alumni will join me. Given the cost of attending the University, I especially hope that alumni will increase their contributions for scholarships. There are many needs, but helping students to graduate with manageable debt levels must be one of them.

Thank you for taking on these difficult tasks. We appreciate your commitment to the University and your concern for faculty, staff and students. This is a terrible process, but I am confident that the University will continue to excel.

Reference 15 - 0.06% Coverage

Two PULITZERS in two years is as strong an endorsement as any academic department, anywhere, can have.

I fully understand your challenges to keep UM alive and growing. The necessity of surgical pain. The collective howl of the amputees.

Some few humanities should remain. Without them, the chill of a ledger book driven solely by dollars and dimes threatens to strangle life itself.

As other writing programs throughout the country wither and die, those few with roots that preceded them will be left to stand strong and serve the vital function in society of growing and nurturing the written word. The shade of wisdom and the gift of enlightenment they provide is necessary. To keep us strong. Now and 6 generations down the road.

UM's Writing Program is a redwood. It isn't time to harvest it.

Thank you for your kind consideration.

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Best to you and family--

Reference 16 - 0.06% Coverage

I recently came across the series of TEDx talks sponsored by the University of Montana in 2015 on the theme of language. The explanation said, in part, "Language shapes our conscious thought and creative expression; it is a declaration of identity and is unique to professional discourse". I believe that the study of World Languages and Cultures is the most direct path to peace and prosperity for everyone. Someone once said: "No man is an island" It is also true that no country is an island. We cannot shut ourselves off from the rest of the world and expect to thrive as a nation. There has never been a time when we could truly prosper without the co-operation and friendship of other nations. That is true now more than ever. The study and teaching of World Languages and Cultures provides that bridge across which we can all walk and call each other "brother" and "sister"

World languages and cultures have been a deep interest of mine since I sat on my mother's knee as a toddler. I was born in Germany, shortly after WWII. My mother had been a courier in the Underground, and narrowly escaped being captured and sent to a camp. Some of her friends were not so lucky. She was a woman of great intellect, whose passion was world cultures. She used to sing to me in French and Turkish. She had read the Q'uran, as well as the poetry of Rabindranath Tagore. She often talked about the Chinese, Japanese, African and Arab acrobats, trapeze artists and snake dancers she had met in the travelling circus. She often babysat their kids. When I was a small child, she took me to the circus to introduce me to all of these "exotic" people who were her friends.

We immigrated to Canada in 1956 and settled in Toronto, into an immigrant community of Hungarians, Italians, Poles, and Ukrainians (many who claimed to be Ukrainian were actually ethnic Russians, but hid the fact to avoid discrimination). As a small German child, I too suffered discrimination and was frequently called "Nazi" and asked if our lamp shades were made from human skin.

As a result of this environment, my first autonomous act in furthering my understanding of world cultures, was as an 8 year old, when I wrote to the Russian Embassy in Ottawa and said I was very interested in Russian culture, and would someday like to visit. Could they please send me some information. My mother asked me if I was worried that the Canadian government might think I was a spy, and I told her that they would not hurt an 8 year old kid. So she let me mail the letter. We never did tell my father. Several weeks later, I received a treasure trove of cultural information in the mail, without a shred of Soviet Communist Propaganda.

Although I have not travelled extensively, I have read many books, and I have friends from around the world: from Russia, Italy, China, India, Somalia, Saudi Arabia, Guyana and Trinidad. I have learned snippets of all of their languages and shared their cultures, their music, dance, religions, and food. Along with the Q'uran, and the Bible, I have read the works of Mahatma Gandhi, the Bhagavad Gita, the Ramayana, and the Mahabharatta I have met the Dalai Lama. I have studied the ancient cultures of Egypt, Babylon, Persia, Greece, India and China. I have read the works of Carl Sagan, Stephen Hawking, and Neil DeGrasse Tyson. My family doctor is Muslim from Bhagdad, trained in Russia, his secretary is a Coptic Christian from Egypt. The one thing I have learned, is that people everywhere down through ages share the same basic values of love, kindness, respect, and compassion, and the same dreams for love, happiness, and a better life for their children.

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In our current geo-political environment, it is more important than ever that we reach out to our fellow human beings across the world. We need to avoid becoming insular and narrow minded. One way to do that is to reach out to people and educate them about all of the wonderful diversity on this earth. One of the many ways that we can maintain our peaceful, comfortable lives in North America, is to learn from all the cultures in our vast planet. It will not only enrich our lives, but provide us with new and different perspectives on how to solve the complex problems that we now face world wide.

This is why I was so impressed with the TEDx series hosted by your university in 2015, because it did just that. It brought people from many different backgrounds and disciplines together, teaching us that better understanding and communication through language and culture will bring us all together. At the very least, it could prevent another faux pas like Hilary Clinton's Russian "Reset Button" and at the very best, help avoid the further devastation of wars like the one in Syria, or an impending Nuclear Holocaust.

I believe that the Big Sky Country of Montana, a lofty place of hope and optimism, where God's Hand seems to be within easy reach, is an ideal place from which to educate people about the many Languages and Cultures of the World. I hope that you will soon present another, updated TEDx series to help bring all peoples together in peace and understanding.

I apologize for the wordiness of my missive. I get carried away when I write about my greatest passion. Thank you for your valuable time.

### Reference 17 - 0.06% Coverage

In the wake of various media outlet reports on your Strategy for Distinction along with acute financial challenges currently facing the University of Montana, we are writing to underscore our support for the strong and vital Linguistics Program at the UM.

The primary research focus of the linguists at University of Montana is language documentation and conservation of indigenous languages. This emphasis makes both intuitive and strategic sense as Montana is home to speakers of many indigenous languages, including Assiniboine, Blackfoot, Cheyenne, Chippewa, Cree, Crow, Gros Ventre, Kootenai, and Salish-Pend d'Oreille. Larger and better known linguistics programs often have greater financial resources but cannot match UM's proximity to the most invaluable resource: diverse communities of speakers. One of the LSA's committees, Committee on Endangered Languages and Their Preservation (CELP), advocates for research in endangered languages, and we recognize that the linguists at University of Montana are intensely invested, long-term stakeholders in this critical research. The fact that they have been chosen to host the Institute on Collaborative Language Institute in June 2020 is testament to the high regard in which they are held nationally and internationally. The potential to be a transformative event in the ability of UM to attract future linguists and to build relationships with Tribal Colleges and community members is great. However, in order for the Institute to be successful, the full force of the current campus constituency must be sustained. The linguists at UM also have specializations in language development and language diversity. Because Missoula is now home to a growing number of refugees from Democratic Republic of Congo, Eritrea, Iraq, and Syria, these areas of expertise both provide much-needed assistance in the learning of English as well as providing a rich locus for future research on language diversity and language acquisition in contact situations. The Program is beginning to establish teaching internships with a local resettlement agency and has begun to apply for collaborative research

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grants. These efforts are well underway but, again, the full strength of the Program is required to bring these efforts to mutually beneficial fruition.

In summary, any reduction in size will diminish the chances for successful implementation of long-term research projects which also benefit vulnerable populations in the State.

We thank you for taking the time to read this letter and we hope you will give consideration to the concerns we have expressed.

Reference 18 - 0.06% Coverage

Dear President Bodnar and members of the University of Montana leadership,

The Department of Classics at the University of Puget Sound was dismayed to learn recently that the University of Montana is considering the elimination of numerous lines in the Department of Modern and Classical Languages. As fellow Classics teachers in the Pacific Northwest, we understand both the challenges faced by institutions and departments in these difficult times and also the necessity for language teaching of all types in order to prepare students for an increasingly global world. We write to offer support to our colleagues at Montana and to share our perspective on why the program should be allowed to continue.

The reasons why colleges and universities have traditionally offered language programs, including those teaching ancient Greek and Latin, are as valid going forward as they have been in the past. First and foremost, the intellectual skills that language programs including Classics programs promote are precisely those that the U. of Montana itself values in its mission statement: \*the integration of the liberal arts with international and interdisciplinary emphases ([http://www.umt.edu/strategy/strategic-vision/mission\\_vision.php](http://www.umt.edu/strategy/strategic-vision/mission_vision.php)). Language departments do more than just help students to communicate in a language other than English; they are the forerunner for training students in interdisciplinary thinking that is both broad and deep, as they open up the entire culture to students. In order to understand the complexity of another culture, students need to combine historical thinking, analysis of material culture, and language skills, and then synthesize a range of evidence to be able to see the broad picture. Language study opens a window onto other societies that may at first seem familiar and yet are strikingly different from our own.

Those similarities and differences in turn offer lessons to us on how to confront the challenges of our own society. In these days, when artificial intelligence threatens to perform many of the tasks formerly done by humans, the ability to think broadly about a problem is more important than ever: individuals with those skills are likely to remain irreplaceable in the foreseeable future. And it is precisely those skills that study of the Classical languages, and indeed all languages, provides. Public universities in the Pacific Northwest have an especially important role to play, given how they serve as education centers for an entire far-flung region. To reduce the University of Montana's role in training individuals for the future would be to make a travesty of the entire notion of higher education.

A concern often expressed is that graduates in humanities fields, such as languages, do not emerge prepared for the job market and thus do not get good paying jobs. This is a myth. A 2016 study by the AACU concluded that the unemployment rate for humanities students was less than one percent higher than those in other fields, including STEM fields. Recent evidence further shows that, over the course of their careers, humanities majors earn as much as their peers in other fields. For instance, according to the Association of American Medical Colleges, students who major or double major in Classics have a better success rate getting into Medical School than students who concentrate on STEM fields. At the end of

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this letter I have appended testimonia from Classics students at our own institution who have graduated within the last fifteen years to give you a sense of the success of these undergraduates, from lawyers to project managers at Google to those serving their communities in nonprofit organizations. We find it difficult to understand how severe reduction in the language programs fits into a long-term vision of an education that \*educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities ([http://www.umt.edu/strategy/strategic-vision/mission\\_vision.php](http://www.umt.edu/strategy/strategic-vision/mission_vision.php); emphasis added).

We hope that the University of Montana will recognize the quality and importance of its language program and the opportunities for the future that it represents.

#### Reference 19 - 0.06% Coverage

I was very distressed to learn that the University of Montana is considering eliminating positions in the Department of Modern and Classical Languages and Literature. While I recognize that many universities face severe funding issues, it seems to be to be very short-sighted to eliminate programs of studies in the humanities that are central to the educational experience of so many students. From my perspective as a classicist/ ancient historian, the study of classics continues to resonate with students and broadens their education by teaching them research methods, the critical evaluation of evidence, and skills in writing. All of these are crucial for making a contribution in the world today. In addition, learning foreign languages, ancient or modern, broadens the intellectual perspective of students in ways that other courses of study cannot.

Lest it be argued that I am defending a course of study that is impractical in today's world, many of the graduates from my department go on to medical school and careers in medicine. We have had numerous students who have written honors theses and gone on to prestigious medical schools and leadership positions in the medical profession. Classics attracts the very best students, who often double major in classics and cell and molecular biology or neuroscience. By curtailing classics, you will be driving away your very best students.

#### Reference 20 - 0.06% Coverage

I am writing to you as President of the Society for Classical Studies (SCS), the principal organization of classical scholars in North America, to express our concern about the recommendations of the University's \*Strategy for Distinction, which affects humanities, languages, and the arts generally, and Classics in particular. I would like to urge that these recommendations not be adopted until the stated rationale of the \*Strategy is more carefully examined. From our national perspective, the recommendations seem ill-judged, and if implemented they would surely work against the goals of the \*Strategy by diminishing the University's distinction and shortchanging its students as they prepare for productive lives after graduation.

We are keenly aware of the pressures that all universities are facing in these times of economic challenge and rapid change. SCS members work at educational institutions at every level, and we include among our number deans, provosts, and presidents of colleges and universities. (I myself have served as an associate dean of an Ivy League school of Arts and Sciences, at one time with specific responsibility for graduate education, and at another for humanities faculty and departments.) Therefore, we recognize the difficult choices and unfortunate trade-offs that confront university administrators today. Experience has also taught us, however, that what appear to be short-term solutions can often lead to long-term losses for an institution.

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We are concerned about the threatened diminution of the humanities fields at your institution: fully 80% of the proposed reductions in FTE faculty are targeted for CHS and the College of Visual and Performing Arts. In Classics, the major would be eliminated and the program's normal faculty FTE of four (currently down to three) would probably not be restored and would possibly be even further reduced. This would surely mean that instruction in Latin, Greek, and Classical Civilization would be crippled and the current robust contribution of Classics to General Education, which spans half of the General Education requirements, would be reduced. The minimum size of a program like Classics at UM is four FTE. We are concerned that a reduction not only would deprive students of a field of study that they have traditionally

come there to study (and still do, as indeed they do at all leading universities), but would also impoverish the other humanities programs that depend on Classics for courses or expertise. And so we ask you to consider with particular care the several ways in which such a thinning of classical and related humane studies at the University of Montana would harm, rather than help, the institution.

First, the strength of the curriculum will suffer if Classics should lose its critical mass. If a principal goal of the "Strategy is really to employ a more interdisciplinary approach, then Classics and humanities should remain central, as indeed they have since the University's founding 125 years ago this year, with a specific mission to anchor the humanities among the liberal arts. As is well known, Classical Studies have long served that function, as a fundamental and essential resource for a broad range of students, not only in language and literature, philosophy and religion, but also in history, art, archaeology, ethnology, museum studies, and other fields both at the university and in the secondary schools. Its centrality to general cultural literacy has long been understood. Moreover, in recent years, the field has evolved into a more multi-faceted and wide-ranging investigation of the ancient world stretching from India to Great Britain. As a result, Classics today is integrally associated with more disciplines in the university curriculum than ever before. And so it is not merely a question of demand for the major. Scholars in other fields face a loss too, if they lose classicists not only as teaching partners but as research partners. Reduction of Classical Studies/Classical Languages to undergraduate programs will inevitably change the character of the faculty, reduce its stature within the university, make it difficult to retain or recruit serious researchers, and thus provide the undergraduates with less than they deserve at an institution like yours. Cultural institutions more broadly would also be affected: UM provides the only instruction in Classics or advanced Latin and Greek available at public institutions between the Twin Cities and Seattle, and has thus been a regional mecca. For example, a chapter of the Archaeological Institute of American is based at UM; since 2016 the university has hosted Classics Day; and this summer you will host the American Classical League Summer Institute.

Second, such losses are not readily reversed. Many CEO's in the corporate sector have learned that the \*quick fix of layoffs often proves costly. Talent let go will need to be re-hired in the future and at greater cost. In general, it proves both easier and sounder to retain excellence than to try to rebuild it. Perhaps there is a thought that Classics is a small field and unlikely to experience growth. Such reasoning would be a mistake. Today, for example, in the U.S. there is renewed attention to Latin learning as a means of increasing the cultural capital, intellectual curiosity, and confidence of under-served student populations. While the discipline of language learning does, to some extent, wax and wane in predictable cycles, lively interest in the classical world more broadly never diminishes. We need only look around us to see this in popular culture: films, television, novels, even video games display, to an astonishing degree, a fascination with classical mythology, as well as with Roman and Greek history and literature. Such popularizations may seem far from the scholarly enterprise, but in fact they are rooted in it. The fascination with the ancient world that we can see all about us arises from the fundamental hunger to understand the human condition: who we are, what we have accomplished, what we may strive for. The researches of classicists today continually provide more illuminating answers to these questions. And they are questions whose importance will not diminish.

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Nor is their importance unrelated to the scientific, technological, and corporate sectors that most of our students will seek to enter: I urge you to read the new report from the National Academies of Sciences, Engineering, and Medicine, \*The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Education. Branches from the Same Tree (sample at <https://www.nap.edu/read/24988/chapter/1>), which stresses the importance of all these traditional fields acting in concert. Students deserve no less than a full palette of the liberal arts and sciences now more than ever.

Third, we ask you to consider the issue of reputational risk for the institution. As the learned society for the discipline of Classics in North America, we work collaboratively with classical colleagues worldwide, and we can say with confidence that despite its relatively small size, Classics at UM currently enjoys distinction and high professional visibility, as it traditionally has, and that it has come to serve as a unique resource for important categories of students past and future. Such considerations as ephemeral changes in enrollment patterns or narrow emphases on current trends should not outweigh this larger long-range consideration.

Thus, while we appreciate the challenges you face, we urge you to seek a way forward that does not involve terminating programs that have served students so well and that continue to contribute so much to our discipline and to the University's reputation for excellence.

We therefore respectfully ask that you work together with the faculty in a collegial effort to find a viable way to maintain Classics and related programs at current strength if at all possible. An external review, if one has not been undertaken lately, is usually well worth the effort. The SCS and its Classics Advisory Service stand ready to assist as well, in any way we can.

Thank you for your serious attention to this matter.

Sincerely yours,

#### Reference 21 - 0.06% Coverage

I am writing as Chair of the National Committee for Latin and Greek to express my concern about the proposed faculty layoffs in the Department of Classical and World Languages, and about the consolidation of five language majors into European Studies and Asian Studies.

While I believe that the value of language study as part of a well-rounded education is self-evident, I will make an economic argument here. "America's Languages," a recent report from the American Academy of Arts and Sciences, makes it clear that U.S. companies are missing economic opportunities due to the lack of a multilingual work force (p. 1): Lack of university-level language skills is bad for our economy. At the same time, monolingual students are limited in their career prospects across the board. Finally, the U.S. Departments of State and Defense are unable to meet their hiring targets for employees with linguistic skills (p.3). [Documents attached]

In short, these proposed reductions do a disservice to the students of Montana, and they will impede economic growth locally and nationally.

#### Reference 22 - 0.06% Coverage

I am looking forward to visiting your university this summer as a participant in the American Classical League Summer Institute. Your Classics Department, with the help of other departments, has put together an interesting program for our attendees. There is a fly in the ointment, as they say, however.

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I recently heard that the University of Montana is considering some major cuts in humanities education, particularly in languages and Classical Studies. This is proposed as a means of putting more effort to so-called STEM education.

It should be noted that most of STEM relies on ideas, skills and inventions which come to us from ancient Greece and ancient Rome. The architecture and engineering we promote today comes in a direct descent from those ancient cultures. Modern buildings and sports venues are direct descendants of the buildings of the Greek Agora, the Roman Forum, the ancient theatres, and the Colosseum. The ancients developed mathematical formulae, designs, and systems to build these venues, some of which are still in use today. Remember the Pantheon in Rome; this is a building with a self-supporting dome, of poured concrete. Built as a temple in the first century AD, it is still in use as a major church and landmark in Rome today.

From what I have been told, your Classical Studies program is one of the oldest established programs at your university. It is also a program which had special endowment. The family which helped establish the program and the University is, I believe, still present.

To eliminate humanities, languages, and Classical Studies is not advancing the modern curriculum. To the contrary it is crippling it by denying the origins of most of what we prize today. Please reconsider this ill-advised move.

#### Reference 23 - 0.06% Coverage

I would like to communicate my concern about your recommendations in a draft released earlier this week to cut over fifty faculty positions and restructure various departments. I, along with many of my colleagues and acquaintances, was particularly distressed to learn that the hardest hit unit in these proposed changes would be Modern & Classical Languages & Literatures. Our concerns were increased further by the fact that there is no other college program for Classics in Montana, and it's one of the few in the region. The field of Classics is one of the most interdisciplinary of all subjects, offering the opportunity to study two foundational ancient civilisations and their reception in modern times. I also feel that it is one of the most important. Popular careers for Classics graduates include finance, media, software production, law, accountancy, consultancy and medicine; this makes it an extremely important field of study and should remain accessible to as many people as possible all across the world. I would strongly urge you to reconsider your proposals made in this draft.

#### Reference 24 - 0.06% Coverage

I am writing to you as a Mountain West native: I grew up in Wyoming, graduated from the University of Wyoming with degrees in English and History, and went on for an MA in Classics at the University of Colorado and am just finishing up a PhD in classical archaeology at UCLA.

I am concerned about your proposed plan to cut around 50 faculty positions, with an especial focus on the Humanities and, even more specifically, on Classics and Modern and Classical Languages and Literature. I understand the political and economic situation you're facing, and I understand that it seems like the focus is on STEM. But that is short-sighted, and if there's something that I hope you can understand, in the Mountain West we take the long view. It's important to recognize that the decisions that you make now will affect students, the university, the state, and academia more broadly for generations to come. Please do not take this lightly.

The thing about the Humanities and about Classics is, it provides more than a degree. The goal of these programs is to help people learn how to live, how to care for others, how to think critically and assess

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information. It is people with training in the Humanities who will succeed at communicating the truth in this era of "Fake News," who will be examples for compassion, cultural awareness and understanding, and empathy. This is especially important in a place like Montana where there's so little diversity and a lot of people end up staying put for their whole lives. The Humanities opens up the world for people, encourages them to think big and often, shows them how to process their experiences and how to build their lives into something meaningful for themselves and others.

Classics in particular offers so much because while it feels familiar, it offers opportunities to recognize and appreciate difference. It gives students the chance to see that there is no one way of being in the world and that nothing in this world lasts forever, that things change "with the times" and that's a good thing. It allows students the opportunity to try to remove their modern biases and assumptions and understand another culture for what it is. This is what we do in fields like classics, anthropology, archaeology, and history.

This sounds like it's not an economic argument for keeping the Humanities around, but it's very much in that line. STEM degrees may get students a job right out of college, which is important, but they get stuck, they do not progress nearly as quickly as Humanities students. Within 10 years, Humanities students outstrip their STEM colleagues because - get this - the Humanities folks have learned how to learn, how to apply their learning to create new things, and how to build on what they've learned to learn more and new things. Check out Google's Project Oxygen: they tried to identify the qualities possessed by their most successful employees and the so-called "soft skills" occupied all but the last item, which was computer skills. Things like cultural awareness and communication were much more important than computer skills at Google because guess what? It is much easier to teach computer skills than it is to teach the other things. That's why the four or five years in college so important for getting those "soft skills," so that you have them and can apply them right away.

Look, you're going to do what you think is in the best interests of the university and the state, but cutting these programs is not what's right because it is not what's going to take Montana into the future. The things that you think are important right now are not going to be important in the future, and it's people with training in the Humanities who are going to lead the way forward, the people who can come up with new and creative solutions to our problems. They're going to be the ones who welcome diversity because they will have been trained to think broadly, outside of their small box-shaped world (that is more apt with reference to Wyoming, a literal box-shaped state, but you get the idea). Don't make the mistakes that my own home state are making. There's a reason that people are not moving to Wyoming, despite that it's an amazing state and we're investing in science and tech, and it has a lot to do with de-investment in things that matter to people in their lived lives.

This is perhaps a little rambling, but I'm in the final stages of finishing my dissertation and I just wanted to shoot out a quick note encouraging you all to take the long view. It's what your state and the region need, now and in the future. We need a commitment to people's lives, and you can't do that without the Humanities

Reference 25 - 0.06% Coverage

I am writing to express my support for the University of Montana to continue its support for the teachers of Classical Languages. While I am sympathetic to the funding woes, this is not the time to cut programs that have a lasting impact on your students.

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I am the Executive Director of the American Classical League, a worldwide organization that takes care of the needs of teachers and students of Latin, Greek and Classics. Our annual summer Institute will be on the campus of the University of Montana at the invitation of Barbara Weinlich and the other Classics professors. Because of their willingness to host our event, they are raising the profile of the University as we promote the event in all our publications which are read worldwide. We are bringing over 200 educators, Kindergarten through full professors, to your campus and will be spending money in the Missoula community as well as at the University of Montana. The University's faculty are sure to be great hosts and they are featured on our Institute program.

This is just one example of how the Classics teachers matter to the larger educational community. They host an annual Latin Day on campus which gives Latin and Greek K-12 teachers a chance to come together with their students and celebrate together. This is leadership at its finest. The teachers who participate are so appreciative of the work it takes to put on this event. These professors matter to the secondary educators and this further raises the profile of the University as place where learning matters and is supported. We proudly shared the newspaper article about the event with our members via social media.

The Classics program has been a part of the University of Montana since the very beginning. It is part of the heritage of the University and its unique place should be a source of pride for the University leaders. Diminishing traditions that have served the University well will have long-term consequences and should not be part of short-term goals.

I encourage you and your leadership team to think strategically about the unintended costs of such actions. Classical Studies impacts the University far beyond the departmental walls.

#### Reference 26 - 0.06% Coverage

I would like to express my strong support of the University of Montana's Classics Department. I have no doubt that the University's budget concerns are real, but eliminating Classics is not the best way to solve them.

The study of classical languages, history, and culture is really the study of what it means to be human and what it means to be a global citizen. The ancients asked and offered creative solutions to life's big questions: where do we come from? What is our purpose on earth? How do we act ethically and responsibly and empathetically toward those we meet? The ancient Mediterranean was the first multicultural world, a world where people of many different ethnicities, religions, and value systems lived and traded and worked together--and sometimes failed to work together. Giving our students the opportunity to study Latin and Greek, and the art, history, religions, and societies of the Greco-Roman world offers them a window into how to understand our world. In fact, the distance between the present day and the past actually makes it a little easier for students to examine the really thorny problems that are still with us today.

As Vice-President of the American Classical League, I have seen how committed the classicists at the University of Montana are to undergraduate education, to building bridges to high school programs across the state, and to extending the UM brand to classicists and teachers from coast to coast and beyond. As a small department, they have created innovative courses and offer the only full classics major in the northern Rockies and northern Plains states. Their Classics Day creates goodwill among regional high school programs and prepares them for a successful transition to a college education--and no doubt attracts many of them to attend the University. And the welcoming and creative approach of the Department has supported us and helped us develop a creative and interdisciplinary conference as we enter our Centennial Year as an organization.

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

In short, Classics is the thread that ties us to our roots. It has been a crucial part of the University of Montana since its founding. It established a path that our country's founders used to shape our Constitution and the values of freedom of expression and the rule of law. It grounds us in the questions that matter. And it offers students and the citizens of Montana a model for becoming engaged citizens. I hesitate to think what sort of institution the University will become if it cuts off the roots of a liberal education. I hope that you will reconsider and maintain the premiere Classics program between Minnesota and Washington.

Reference 27 - 0.06% Coverage

I am writing in my capacity as chair and thus the representative of the professors of Baylor University's Classics Department, the largest undergraduate program in the United States, in stalwart support of the University of Montana's program in Classics. I have copied CAMWS' Secretary-Treasurer, current President, and President Elect, along with your president and dean of arts and sciences.

Please know that we are uniquely qualified to speak in support the discipline of classical studies: four of our faculty members have been or are currently presidents of large classical associations (Texas Classical Association, the Classical Association of the Middle West and South, along with its Southern Section, and the Virgilian Society) and many of us have held other offices in those or similar organizations. Everywhere we have served, the University of Montana's undergraduate program has always been spoken of very highly. The faculty is spirited in their teaching, and exemplary in our profession for being a well-organized and positive group of individuals. I know this first hand, because I was the keynote speaker when I was CAMWS president at your Virgil Day in the spring of 2017.

But is not simply your faculty that makes Montana's department special. It is what and how they teach. Latin and Greek help students learn in ways quite a bit different from other subjects of study. Studying the classics does a lot more than merely make us aware of the past; it allows us to engage in dialogue with our ancestors, ancestors to whom we owe a great deal many aspects of our sense of right and wrong, our government, our best attempts at civil discourse. The Montana faculty and the program that they staff do more than simply train future scholars. They educate, equipping students to think the thoughts and do the deeds that need to be done to promote civility and decorum in a world that badly needs both.

We call upon you sincerely to reconsider the needs and especially the priorities of the University of Montana when it comes to studying the classics, the core of liberal education. Don't follow the banal trend of higher education toward job training. Instead, value the liberal arts and evidence that by preserving your Classics program, even expanding it, when the time is right, by making your part-time folks fully fledged members of the department.

On behalf of the entire Baylor Classics Department, all of whom strongly support this letter, I am yours sincerely,

Reference 28 - 0.06% Coverage

I am dismayed to learn that the University of Montana has proposed to eliminate its major in Classics and to potentially dismiss its Classics faculty. The University of Montana is the only college in the state that offers courses in Classics, a core discipline of human learning, indeed, the subject matter for which

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

universities developed. While some people may dismiss Classics as irrelevant in the modern world, they are simply wrong. The languages and cultures of the ancient Mediterranean still represent the core of western knowledge, and a learned person ignores them at their own peril. Classics majors are valued by employers for their breadth and depth of knowledge, their critical thinking skills, and the work ethic that drives someone to tackle difficult subject matter. My own former students are doctors, lawyers, college professors, teachers, librarians, bankers, and small business owners. None of them, I should note, are un- or underemployed.

I understand all too well the financial stresses on public universities and the temptation to invest only in what looks most germane to the public and state legislators, but it is the job of a university to educate the public on why human knowledge is worth preserving. Please take that responsibility seriously. If you don't, the citizens of Montana will lose touch with the origins of our civilization, and damage of that sort is not easily undone.

Reference 29 - 0.06% Coverage

We write today in support of independent programs in Classical (and other) languages at the University of Montana, Missoula. As professors at a small, public university in Canada, we are well aware of the financial pressures facing Departments, Colleges, and Universities, and especially the precarious position in which the Humanities "and other supposedly "non-vocational" subjects "find themselves. However, our own program in Classics has demonstrated to us that small programs attract committed students; small programs permit students to build intensive, creative communities; small programs are, in fact, essential to providing the breadth of learning, disciplinary diversity, and capacity for knowledge creation that are fundamental to the mission of a public research university.

We, like our colleagues at Montana, offer one of the only Classics programs in our region; it is a matter of equity that students from Montana be provided with a full range of intellectual pursuits and opportunities without having to leave their home state. Not only is this fair, but, to borrow a phrase from the business world, it is a matter of investment. Allowing young people to excel in their chosen field is a certain path to social and economic prosperity and the many dividends that come with such prosperity.

We might add that events in the recent past have proven that knowledge of Classical languages, history, and culture remain relevant and important not only to the academic community in the United States and around the world, but in the broader public sphere as well. ISIS's destruction of ancient monuments in the Middle East and the European response to the "migrant crisis" have, in different ways, been inflected through the lens of Classical Antiquity and its material and literary artifacts. In this context, there is a demand for sensitive, intelligent, and informed critics of antiquity.

Business groups continue to clamour for Humanities graduates: technology firms like Google have recently re-affirmed their interest in graduates in the Humanities; Mark Cuban, for example, thinks that Liberal Arts majors will be the most in-demand graduates by 2027. Classics is well-positioned to offer students an array of opportunities, whether further work in academia or public service, law school (Classical Languages graduates consistently top the LSAT rankings), and medical school (Humanities degrees beat Biological Sciences in the MCAT); or through jobs in the creative businesses and start-ups needed to innovate new products and solve the climate crisis.

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

While budgets change with governments and more and more institutions have only the nearest of horizons in sight, it is imperative that universities “especially public universities like the University of Montana “act as bulwarks against an all-too-quick change, and take into account intergenerational horizons across the longue durÃ©e.

Yours Sincerely,

Reference 30 - 0.06% Coverage

I am dismayed to hear of the impending faculty cuts at the University of Montana mentioned by this article ([http://www.montanakaimin.com/news/updated-um-to-cut-estimated-positions-combine-and-restructure-programs/article\\_bb8fe152-4268-11e8-b75e-a3d30aa3a83e.html](http://www.montanakaimin.com/news/updated-um-to-cut-estimated-positions-combine-and-restructure-programs/article_bb8fe152-4268-11e8-b75e-a3d30aa3a83e.html)).

As someone who grew up in western South Dakota, I am acutely aware of how important the presence of a strong liberal arts curriculum is at our local institutions. It has always been important that students from far-flung locations be well-educated, but it is increasingly important that they be exposed to ideas passed down through the generations, ideas which actually prepare them to meet an increasingly diverse world. If any supporting data could persuade you to change your mind as to the importance of the Classics, I suspect that you could find it here:

<http://www.promotelatin.org/why-latin-and-greek>

As to the importance of language education overall, I encourage you to visit the American Academy of Arts and Sciences:

<http://www.amacad.org/content/Research/researchproject.aspx?d=21896>

I hope that more sensible ways of cutting expenditures can be found. It should be the University’s primary responsibility to see to a well-rounded education for the students of the area.

Thank you for your time.

Reference 31 - 0.06% Coverage

It is with great urgency that I write to you regarding the proposed changes to the structure of the UM humanities departments. As a budding scholar and an advocate for the benefits of humanities education, I believe that the changes proposed will bring about negative change for your university. My main concerns lie with UM's language departments a core to any higher education and your graduate program of humanities and sciences.

First, as regards the ancient and modern language departments, the diminishing scale of second-language education in this country is startling, given our prominent place in the global community. For any university in the States to continue to minimize the importance of learning a second language, and losing the opportunity to communicate with and understand people of diverse backgrounds, is truly against the spirit of your mission statement:

\*The University of Montana’s mission is to provide a high-quality and accessible education at a worldclass research university. We shape global citizens who are creative and agile learners prepared to build and sustain communities. As Montana’s flagship university, we lead conversations that question and expand the frontiers of knowledge to tackle the world’s most complex challenges.\*

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

The world's most complex challenges are undoubtedly rooted in communication. The ability to be creative and mentally agile is certainly only rewarded by second-language learning, which can help learners to consider problems and messages through multiple perspectives. The cultural and historical knowledge which is necessary for fluent language comprehension and production cannot be acquired in a failing classroom setting. As you surely already know, the demands of teaching and learning languages is very high, which both teaches your students to overcome challenges and requires a dedicated faculty with balanced schedules overloading small numbers of classes with large numbers of students will not produce the \*creative and agile learners you wish.

Second, as regards your graduate program in humanities and sciences, the change to structure you have suggested will harm graduating students in their ability to market their newfound skills. The proposed degrees in "Social Science" reeks of a university unconcerned with the educational outcomes of their students, combining skill sets in ways which, while economical, often overlook major issues at stake in those studies. As a classicist, I frequently interact with and use the scholarship of linguists, anthropologists, and sociologists the fields should be able to interact, but their demands are distinct and the skills needed to produce quality work must be given their own time and space for learning. The benefits of these fields can be enormous, if their scholarship is rigorous and focused; not so if all social scientists seek projects which are broad and general, having learned to do so because of a generalized graduate education.

In a world increasingly influenced by science and technology, we must remember that the humanities are the roots of these fields and, more importantly, the ethical processes which must underlie them. The importance of philosophy in a world controlled by greed and thoughtless social media is clearly increasing, not decreasing. I turn to your own words, and your own call to maintain the University of Montana's \*'humanities-driven' liberal arts tradition. Please consider a different way to restructure the programs within the university (or perhaps reduce the costs of administration, any ongoing or future construction, and unnecessary updates to recreational areas which has become the norm among many US institutions). Do not cut 7.5 positions from your language departments, and do not undercut the strength of your graduate programs by consolidating three separate degrees into one. The strength of your university should lie in its programs, and this plan to restructure will harm the function of these vital departments.

Reference 32 - 0.06% Coverage

I write to urge you not to follow through with the faculty reductions outlined in your institution's \*Strategy for Distinction. If enacted, the chief distinction of the University of Montana will be to have discarded a tradition of broad education in the liberal arts, thus depriving the next generation of Montanans of the tools that they need to succeed: the ability to think critically, read analytically, and communicate articulately in both written and oral media.

These are precisely the skills that are inculcated in the academic units that will bear the brunt of the proposed cuts: English, History, Philosophy, Modern and Classical Languages and Literatures, and Global Humanities and Religion. By merging programs into meaningless conglomerates such as \*European Studies, unanchored by any recognizable academic discipline, you will, for example, be handicapping students interested in pursuing careers in medicine. Data from the Association of Medical Colleges show that students in the humanities outperform most other disciplines on the MCAT. In fact, they perform above the average in entrance exams for law and business as well.

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

At a time when competitor universities in China and South Asia are rushing to add liberal arts curricula, hoping to replicate our nation's successes in higher education, it is nothing short of foolhardy for our great public universities to engage in unilateral disarmament.

I urge you to reconsider the evidence compiled by the American Academy of Arts and Sciences ([www.humanitiesindicators.org](http://www.humanitiesindicators.org)) that demonstrates the practical, lifelong benefits of the disciplines that you are virtually erasing from the Montana curriculum.

You will surely be receiving a great deal of conflicting responses to this report. The report itself is characterized by the remarkably limited scope of data it considers, looking only to internal conditions specific to the University of Montana and ignoring broader trends that will have an impact on the students who matriculate there. You have an opportunity to pause, reflect and reconsider a drastic course of action that would inevitably diminish a great institution.

Yours very truly,

#### Reference 33 - 0.06% Coverage

I am writing to urge you not to follow through on your plan to eliminate the Classics major at the University of Montana. The proposal to consolidate several majors and languages into Asian Studies and European Studies is misguided, as it will suggest that Montanans believe Asia and Europe are monolithic cultures, when they are, in fact, culturally and geographically diverse, just as Montana itself is diverse. No one would rightly say that eastern and western Montana are the same. Why should the state's flagship university have a curriculum that makes the same generalization about two entire continents?

But even more dire is the proposal to eliminate Classics, which is the foundation of so much of modern culture, both in the U.S.A. and in Europe and the Mediterranean countries. Your university's own Latin motto, *Lux et Veritas*, affirms the bond between Classical culture and modern higher education that has held for two millennia. Are you sure that you want to be the one to break that tradition?

Unless your university is exceptionally efficient on the administrative level, may I suggest that you take a hard look at streamlining the administration and its associated bureaucracy instead?

#### Reference 34 - 0.06% Coverage

Reports of what I must guess to be budget-driven top-down cuts to faculty in Humanities and Sciences are distressing. Of course, I hardly know their painful backstory. What they describe, however, is dangerous to the prestige of your state's flagship university and indeed to your state itself.

As a Classicist, I am saddened by proposed elimination of a fine small BA program, which it has been my honor to visit twice the second time contributing lectures to impressive, receptive audiences of Classical faculty, their students, and interested others. To cut down or completely to cut off interdisciplinary studies that can warn the 21st century of what happens when demagogues and wealthiest citizens drive a democracy to self-destruction the experience of ancient Athens or when class warfare rends a great nation and leads to dictatorship that of ancient Rome is to risk blindness and deafness to corresponding dangers in our day and age.

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

As chair of a large and growing Department of Languages and Literatures for half of my forty five years on its faculty I shudder at any movement to restrict study of modern world languages to the level of Intermediate-High when the US desperately needs proficient, even functionally bilingual citizens, interculturally informed, if we are not to be isolated barbarians, ugly Americans. Worse, prompting quiet laughter by tens of millions of second-language Anglophones who know us vastly better than we know them or we ourselves. We can never properly appreciate our values nor assess our strengths and weaknesses, rise to opportunities and stand fast against threats, without gaining that objectivity which learning a second language and the history and culture embedded in it alone permits.

Please keep this all in mind and take a step a back from a dangerous brink.

If replacing some retired professors with faculty like less expensive career-teaching assistant, associate, and full profs such as exemplary University of Denver has created for (especially) non-doctoral programs is an alternative to retiring their positions, please for the good of UM and Montana's rising generations consider that compromise. If to effect this requires lobbying rather than retreating before regents or ultimately a legislature, don't slump in the dugout but step up to the plate.

Thank you for your attention.

I condole with you over stresses this grievous crisis places upon you. Be well and do well.

Reference 35 - 0.06% Coverage

I beg you to reconsider your plan to cut deeply in your Modern and Classical Languages and Literature, which lie at the core of a liberal arts education -- the kind of education that our 21st-century world so desperately needs in order that our citizens be able to balance technical knowledge with empathy, critical thinking, and humanity.

Thank you,

Reference 36 - 0.06% Coverage

I was disappointed to learn from my professional organization about the proposed reductions in your Modern and Classical Languages department. As a professor of Classics and the chair of my own university's language department, I see two major concerns. First, the major in classics there is the only one offered in the state. For a major flagship university not to offer a classics degree means that no high school Latin student in your state who hopes to earn a degree in it can do so in her or his home state. Second, the consolidation of the existing majors into Asian Studies and European Studies is highly problematic. Classics is the study of the ancient Mediterranean, and the geographical scope of ancient Greek and Roman culture extended well beyond what is modern-day Europe to include western Asia and northern Africa. To see Classics as solely European is a very outdated way of viewing my discipline. I also do not see how Spanish can accurately be pigeon-holed into European, since this designation ignores the entire continent of South America, as well as significant parts of North America.

I hope that you will reconsider the advantages of foreign language study. Yes, degrees awarded in languages nationwide have dropped, but many students take foreign language minors that support their other interests. To eliminate majors will lead to weakening of the language programs more broadly, and thus to a less culturally informed and globally aware public.

## UM Strategy for Distinction: Feedback

### What are your general comments about the President's recommendations?

Reference 37 - 0.06% Coverage

We learned recently that the Modern and Classical Languages and Literatures Department at the University of Montana is under review, and that the major in German may be discontinued. We do hope you will support the German program! As noted in your proposal, a \*humanities-driven liberal arts program promotes the core competencies and values of thinking critically, exploring creatively, living ethically, and communicating effectively each of these competencies are at the core of German studies.

German program faculty members recently received a grant from the German Embassy to organize a program on the integration of immigrants in Germany in light of the refugee crisis, culminating in the Fall 2017 semester "Every Monday is Migration Monday" series, including films, a poster exhibit, and a panel discussion. The German program offers students opportunities to study at over 15 German-speaking universities in Germany, Austria, and Switzerland, along with German-specific scholarships. In addition, a chapter of the National German Honorary Society Delta Phi Alpha recognizes outstanding German students.

For students today, the study of German remains essential in many fields. The ability to read and discuss current events as well as access the rich history of German-speaking Europe, to analyze and compare the fine literary contributions of German-speaking authors, and to relate the contributions of German-speaking artists and musicians are among the many reasons why students choose to learn German.

Over 11,000 American students study in German-speaking countries annually most of them for free. Nearly 10,000 German students enroll in US universities each year. There are also numerous fellowship and exchange programs funded by both German and US governments including the Fulbright Program, the Burns Fellowship Program, Congress-Bundestag Youth Exchange, the Alexander Humboldt Foundation, Bundestag Internship Program, and the Robert Bosch Foundation for your students.

German is considered to be one of the two most important languages in international business. An employee's ability to communicate in the language of the employer is essential. Understanding foreign business practices is crucial to success in the international marketplace.

Here are some facts about Germany's role as a world and US trade partner:

- \* Germany continues to be America's largest European trading partner and its fifth largest global partner. United States imports from Germany totaled \$121 billion in 2014 and exports to Germany more than \$61 billion.

- \* Germany is the world's third largest exporter. Technological innovation and the high-quality of German goods are seen as the main reasons behind the demand for German products.

- \* Germany is the world's fifth largest economy, Europe's largest, and the world's third most technologically powerful economy after the US and Japan.

- \* The World Economic Forum's 2015-16 report notes that Germany is ranked among the top ten countries for the quality of its infrastructure, boasting in particular first-rate facilities across all modes of transport. Germany's business sector is highly sophisticated, especially when it comes to production processes and distribution channels, and German companies are among the most innovative in the world (3rd), spending heavily on R&D (4th) and displaying a strong capacity for innovation (3rd). These attributes allow Germany to benefit greatly from its significant market size (5th), which is based on both its large domestic market and its strong exports.

## **UM Strategy for Distinction: Feedback**

### **What are your general comments about the President's recommendations?**

\* Germany is one of the top three nations in research and development of high tech products, and the world leader in both wind and solar power production.

\* Over 2000 American companies conduct business in German-speaking countries, and more than 1000 companies based in German-speaking countries have subsidiaries in the U.S. The investments of German companies in the USA mean work for over 1 million Americans, and German companies are directly responsible for over 620,000 jobs in the US.

\* There is more US investment in Germany than in any other country, at over \$118 billion. Germany invested \$208 billion in the US in 2014.

\* Germany tops the list of European nations in the number of new patents registered last year, according to figures from the European Patent Office in Munich. Altogether, German inventors registered over 66,889 new patents in 2015.

\* About half of the 547 billion euros of banknotes in the Euro region are spent in Germany, according to the Bundesbank.

\* Eighteen percent of all books published in the world are in German a number that is only exceeded by publications in English and Mandarin Chinese.

German is spoken by 95 million people as a native or official language in five European countries: the Federal Republic of Germany, Austria, Switzerland (46% speak German), Liechtenstein, and Luxembourg. Americans are the second largest group of visitors to Germany (the Dutch are the largest). Today there are about 200,000 Americans living in Germany 85,000 alone in the military.

Over 25 million people around the world study German as a second language. In Europe, German remains the bridge language between the East and West. Many international conferences use German as the language of communication. I trust that these facts will clarify your understanding of the very important role that the German language and culture play in today's world and result in continued support of German at the University of Montana.

Thank you in advance for your consideration and positive action in your administrative leadership role.

## UM Strategy for Distinction: Feedback

What thoughts would you like to share about administrative structure recommendations?

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### Student

Reference 1 - 0.13% Coverage

Please do something about the parking. This is one reason your enrollment is down. Students can't get to class on time or even make it at all. I had to take a zero on a lab assignment this week because I couldn't make it to class. I'm borderline passing this class and now taking a zero is causing me to repeat the class unless I get 90% or higher on the final. If this happens again, I'm transferring to a university that cares about student needs.

Reference 2 - 0.13% Coverage

On the bottom of page 1 you say: "even as we face these transitions, we will remain focused on our students, providing them with clear pathways to graduation and the support they need along the way."

And the other 49 times that the word "Students" is mentioned, it is in regards to service, support, and success. And yet, only once, on Page 8 of the plan, under the section: Recommendation 1: College of Humanities and Sciences, Re-organization A: College Administration, was advising mentioned....

As my experience here at UM comes to a close, I can say with extreme conviction that my largest struggle at this university was it's lack of incentivization behind advising for students.

I almost gave up a couple of times, and if it wasn't for the supplemental advising I received from TRIO SSS (thank goodness I qualified for the support!), I definitely would NOT be graduating next weekend with two degrees.

I never felt like the administration or faculty had enough time in their schedules to help me out.

It would behoove the University as a For-Profit entity to at least give the impression that they care about there students, not just that they're trying to care. Please look into more than just "Reorganizing."

I'll tell future prospective students that I liked my time here and felt it was valuable and worth it, but I'll certainly warn them that they will be on their own once they get here.

That was my experience.

-Aevind Burgess

## UM Strategy for Distinction: Feedback

### What thoughts would you like to share about administrative structure recommendations?

Reference 3 - 0.13% Coverage

President Bodnar,

My primary concerns with your draft is the cut in foreign languages and the English department. I had to change my minor due to lack of English options in the upcoming semester. I've also heard multiple concerns about consolidating foreign languages as many students have worked excissively hard in that major and that the consolidation process seems to be undermining the significance of each language by labeling them under a general area, such as european studies. Furthermore, the English department here has been excessively important to the university and I feel saddened to see 6 cuts in the department due to lack of enrollment of the major. I would have loved to see a restructuring of the program instead of a reduction. Thank you.

Reference 1 - 0.06% Coverage

I know that it's been proposed that the Climate Change Studies minor be moved to the College of Forestry. While this makes sense if you don't actually know the program, I think it is the wrong one. Nicky Phear has spent a lot of time incorporating CCS into the Honors College, and forging connections with the administrators, students, and other faculty there. She's really worked to grow the program into one that's very personal and sees a lot of driven students enter it and do incredible work. Taking that away and making it a more traditional program would undermine that effort and take away what makes it great. If we want UM to succeed, we need to support our most unique and successful programs, and encourage this structural freedom. Please reconsider.

## [Staff](#)

## [Faculty](#)

Reference 1 - 0.13% Coverage

Concerns:

- I understand the goal of creating service centers - it is imagined that they will create cost efficiency by ensuring that departments in need of less than one full-time person are (a) not paying a full-time person, while (b) not going unstaffed. This is solved by sharing staff among departments. For some departments, this may make sense, but for others (i.e. departments with a fully engaged staff member), it probably won't. From the perspective of Computer Science: we have a dedicated member who is intimately familiar with our complex financial needs, while also intimately familiar with student advising details. At best, by turning her into a centralized resource, we will keep the same value for students ... though I suspect that a change will diminish faculty and student experience.

- In particular, the way our staff are placed into communal pools will matter. If, for example, we move forward with the CS/Math/whatever division, how would shared staff work? We are in three different buildings. Will CS students need to walk over to the Math building to get advising (or vice versa)? Likewise for faculty with paperwork needs? Or will the staff need to walk back and forth, meaning that students and faculty will need to keep track of the staff member's status just to meet them. This sounds

## UM Strategy for Distinction: Feedback

### What thoughts would you like to share about administrative structure recommendations?

like a problem. I suggest that, if we must go to a "staff pool", that these shared staff be co-located, or as close to being so as possible. For example, there could be the "Clapp building staff", supporting biochem, geosciences ... and whoever else is in there.

- After discussion with the acting provost, it's not clear to me that the creation of new divisions will lead to any cost savings at the administrative level, and in fact, I suspect it will cost more? How will division heads be paid? What will their course-load be? If departments will remain autonomous within divisions (doing their own hiring, recruiting, scheduling, etc), then will there still be a chair of each department? It's hard to imagine all the load of chair being dumped off on a division head, so I believe in the long run we'll see that division heads end up being just one more layer of administration.

- I'm generally supportive of the proposal for reduction, though I think the above thoughts suggest that the restructuring should be reconsidered. Specific to the Computer Science department: I'm not opposed to joining into a division with math, so long as we retain our departmental identity. Thinking bigger: if we're serious about wanting to push Data Science, let's drag the MIS program into the division as well. I don't believe Economics belongs in this group, and I suspect they'll suggest alternate groupings as well.

Reference 2 - 0.13% Coverage

Dear President Bodnar,

As faculty in the Japanese program in Modern and Classical Languages and Literatures, we write to ask for clarification of the status of the Japanese major, and to emphasize the unique contribution that the Japanese major makes to campus as an argument for retention of the major in its current form.

The draft recommendations presented on 4/18 state that existing language majors French, German, Spanish, Russian, and Classics (as well as "Area Studies") should be discontinued. However, Japanese was not mentioned in this list. Given that the recommendations state "it is the intention to maintain all other degree offerings in the areas listed above," we seek clarification as to whether the intent is to maintain Japanese as a discrete major, or if the omission was made in error.

In either case, we urge you to maintain the Japanese major in its current form rather than re-designing it as "Asian Studies". The existence of a stand-alone Japanese major reflects UM's unique history with and ties to Japan, as exemplified by the Karashima Tsukasa Endowed Professorship in Japanese, and the legacy of Mike Mansfield, arguably UM's most prominent alumnus. Retaining the major would offer a point of regional distinction against MSU (which has an Asian Studies major but not a Japanese one, offers fewer specialized courses, and provides a lower general level of training) and would also recognize the cross-campus contributions of the Japanese section in particular.

As examples of cross-campus contributions, in addition to study abroad, the Japanese section has also offered unique opportunities such as the Kakehashi Project (organized by the Ministry of Foreign Affairs), a study tour that in both 2017 and 2018 took 46 UM students from across the campus to Japan at no expense to the students or the University. The success in the Kakehashi projects led Executive Director of the Mansfield Center, Abe Kim and Michihiro Ama to facilitate a meeting between a Special Advisor to Prime Minister of Japan and the Governor Steve Bullock on April 17th 2018. Vibrant ties

## **UM Strategy for Distinction: Feedback**

### **What thoughts would you like to share about administrative structure recommendations?**

between UM and Japan are also apparent in the visit of Kumamoto Prefectural Governor Kabashima Ikuo and Kumamoto Prefectural University President Hando Hideaki in November 2017 to celebrate the 35th-year anniversary of the Montana-Kumamoto sister state relationship, which included a large ceremony at Missoula Children's Theatre.

Re-fashioning the Japanese major as a blanket "Asian Languages" degree would compromise a successful and dynamic program that is extremely efficient in terms of SCH vs. faculty cost, and runs the risk of losing support from sources such as the Japan Foundation, Kakehashi Project (which has brought about \$200,000 for each of the past two years), and Consulate of Japan. We therefore urge the retention of the major in its current form.

#### Reference 3 - 0.13% Coverage

The one sentence about the Mansfield Library in the Strategy for Distinction document, calling for a review of current structures and operations to ensure optimal alignment and coordination of activities, strikes a chilling note. Such a review seems to have occurred already, in the form of devastating cuts in library personnel and services. I offer here one example from my own experience with the library. For more than thirty years, the Mansfield Library facilitated my research on Italian politics and history by supplying me with a subscription to the *Corriere della Sera*, the *New York Times of Italy*. For much of the past year, I have been paying for my own subscription to that Italian newspaper. Is this any way for a research university to be conducting its business? I think of UM's cancelled *Corriere della Sera* subscription as a microcosm of the macro woes that have overwhelmed the Mansfield Library. This threatening moment in the school's history calls for a proud endorsement of the library as the heart of the institution. If anything concerning the library needs to be reviewed, it is the misconceived downsizing of its capacity to foster the scholarly growth of our students and faculty.

#### Reference 4 - 0.13% Coverage

April 30, 2018

Dear President Bodnar:

As the four tenured/tenure-track faculty members who make up the Spanish Section, we are writing this letter to help you refine the recommendations in the draft report in a way that will be focused and strategic. In the draft report you acknowledge that "The path we are currently on is unsustainable. Continuing a strategy of across-the-board, non-strategic cuts will only chip away at institutional excellence and erode the quality of all programs" and that you "look forward to input and feedback from our community." The Spanish Section has been negatively affected by across-the-board cuts in the past: we had to close sections full of students because we did not have funding for adjuncts. We are optimistic that your initiative, focused and strategic based on student demand, will provide more resources to programs like ours that reach a large number of students. Our contributions can be summarized in one request and a brief presentation of our vision for the future of the Spanish program at UM.

We would like to request that the recommendations that pertain to the Spanish program are consistent with the spirit of the entire restructuring process: Focused and strategic prioritization and avoiding

## **UM Strategy for Distinction: Feedback**

### **What thoughts would you like to share about administrative structure recommendations?**

across-the-board-cuts or, as stated in the draft report “better aligning, focusing, and prioritizing what we can do best, and curtailing or discontinuing what we cannot.” Our request stems from the fact that, even though the Spanish program provided data that is being used to guide the decision process, the recommendation of FTE reduction is being made at the departmental level without distinguishing among individual programs within our department, which clearly differ in student demand and community value. One can clearly see in the official dataset used by the UPC how Spanish is quantitatively and qualitatively distinct from the rest of the other language programs. In part, this uniqueness is the case throughout the country given the status of Spanish in the U.S., but this quantitative difference also results from the fact that Spanish language teaching is booming in elementary, middle, and high schools in our community (as evident in the growth of immersion programs, such as Paxson, Missoula International School, and Washington Middle school). Qualitatively, our program is the only language section that has retained the linguistics position, which allows us to train much needed Spanish teachers for Missoula County Public Schools (MCPS) and schools in the rest of the state and region, as well as to liaison with MCPS and conduct research on language learning. Recommendations at the department level, like those in the draft, would resemble the across-the-board cuts that we have suffered repeatedly in the past and would be inconsistent with the way you want to approach the process of prioritization. Thus, we request that the recommendations concerning MCLL evaluate each language separately so that the Spanish Section can continue to serve our students and grow at the pace that Spanish demand is growing in our community and the nation.

Secondly, we would like to describe our vision for Spanish at UM as we seek to better serve our students and community.

We envision our teaching to:

- Strengthen basic Spanish learning as part of the UM Core, a process that began when Spanish became the most popular language taken as a General Education requirement. We propose to increase enrollment by making it easier for students to take our lower-division language courses through innovative methodologies such as distance learning and blended on-line language teaching. It is noteworthy that we will offer an on-line beginning Spanish course in Fall 2018.
- Transform the Spanish B.A. major/minor and the Latin American Minor into a “Hispanic/Latino Studies” major/minor with a Spanish teaching track. This plan will entail a complete redesign of our course offerings to address students’ interests (e.g. Spanish for the professions, translation, teaching) and to allow for greater elective options on culture and non-traditional learning opportunities. For example, summer Spanish immersion experiences in Missoula could not only capitalize on UM’s Vision of Partnering with Place through the design student experiences that engage and promote our setting but also generate revenue. Expanding service-learning opportunities, like the existing after-school Spanish teaching internship at Paxson Elementary, engages students with the needs of our local community.
- Continue to include a semester-long study abroad program every spring. Advanced students can complete a minor in Spanish and make great headway toward a major; others can fulfill many requirements for the Spanish minor. Our study abroad programs include courses in Spanish language and cultural studies. We also offer excursions for the students in country. Our study-abroad program is the best option for students wanting a total immersion program for a sustained period of time.

We envision our research to:

## **UM Strategy for Distinction: Feedback**

### **What thoughts would you like to share about administrative structure recommendations?**

- Grow in cross-disciplinary projects (such as the existing interaction of our faculty with a number of other colleagues both in the humanities (History) and social and behavioral sciences (Linguistics and Psychology).
- Focus on community issues, such as assessing the effectiveness of the growing number of public immersion educational opportunities as well as the International Baccalaureate (IB) and Advanced Placement (AP) programs in Missoula high schools.
- Encourage a greater number of students to participate in mentorship opportunities as part of their undergraduate program (some undergraduates are already working in Spanish language research)

We envision our service to:

- Become far-reaching by transforming UM into a hub where the community and surrounding region can find knowledgeable and supportive members in the Spanish Section to help migrant workers and welcome Hispanics into our community.
- Encourage our students to engage the Missoula community by using their Spanish language and communication skills they learned while in our program. Specific examples include offering assistance to homeless shelters by translating documents into Spanish and supporting immersion schools through after-school educational opportunities for children and teenagers.

The potential of Spanish at UM is evident in our strength relative to other language programs at UM and by noting how Missoula is moving in the direction of increased Spanish proficiency in line with prospects for the U.S. becoming the largest Spanish-speaking country in the world by 2050. Therefore our graduates' professional success depends on their ability to live in a place where Spanish is not a foreign language anymore. In light of this, we hope you will consider our request and vision for the Spanish program at UM as you revise your recommendations.

We look forward to working with you as we navigate this difficult time. We sincerely hope we can continue to bring diversity to UM and introduce students to the Liberal Arts through the study of Hispanic/Latino culture. We would be delighted to meet with you if you have any questions or would like to discuss the future of the Spanish program further.

Reference 5 - 0.13% Coverage

The proposal to relocate the MPA program from political science to the Baucus Center is a great decision and one that should be acted on immediately. This proposal was well crafted by program director Sara Rinfret and presented in good faith with the best interests of the students at heart. The move was strongly endorsed by Provost Edmund, herself a scholar and teacher of public administration and someone clearly qualified to make such an administrative decision.

Obstruction and delay of moves like this, moves that improve the resources, culture and sustainability of an important program, are so demoralizing for faculty. Sara is a close colleague and friend. She is also without question a tremendous asset to UM, as evidenced by her many teaching awards, exemplary service, and stellar research record. If we can't execute expeditiously on moves like this, we will lose Sara and other top performers like her.

Thank you for all your efforts and thank you for the opportunity to provide feedback.

## UM Strategy for Distinction: Feedback

### What thoughts would you like to share about administrative structure recommendations?

#### Reference 1 - 0.06% Coverage

Mansfield Library desperately needs to be restructured but our dean and senior faculty refuse to do so. Tech/digital services faculty and support staff are spread across three departments, public services is spread across three departments without centralized management, and we no longer have enough librarians in our instruction/reference department to staff the desk and chat (unless more faculty outside of that department were compelled to also staff those service points). Additionally, this lack of innovation prevents faculty from collaborating on new initiatives. For instance, some of us are working to bring open access/free textbooks to campus to improve retention and make classes more affordable but there is no funding or infrastructure to support these new projects. This is in addition to numerous open faculty and staff lines.

#### Reference 2 - 0.06% Coverage

Administrative structure should confirm and extend the University of Montana's commitment to excellence in global and international education to encompass strong existing campus programs that are vital to our future. In this connection, Provost Edmond aptly concluded her Global Public Health program evaluation in January 2018 with the recommendation that UM "consider the development of a Global Issues Initiative that includes Global Public Health, International Development Studies, Climate Change Studies, and GLI. I suggest that a value-added, high-visibility alliance that links and draws upon the strengths of the above programs along with the Honors College, Peace Corps prep program, and select Mansfield Center programs under the compelling umbrella of "Contemporary Global Challenges." A Contemporary Global Challenges arrangement that mobilizes the strengths of the above programs would:

- 1) Focus and sustain this university's attractive and far-sighted international profile and position UM going forward as an institution that is looking ahead and engaged in preparing students for the daunting global challenges of our time.
- (2) Bring together the strengths of our robust, popular, externally vetted and praised, and low-cost programs that address pressing contemporary global challenges from a multi-disciplinary perspective.
- (3) Encourage value-added curricular innovations, cost efficiencies, scholarly synergy, and enhanced interfaces among academic programs that share closely aligned objectives and faculty expertise.
- (4) Provide a coherent, attractive, and promising new recruiting message that appeals to the interests of growing numbers of today's youth both in this country and abroad.
- (5) Provide a coherent, attractive, and promising thematic outreach message that distinguishes UM in the state and regionally.
- (6) Build a firm alliance among established, well-connected, and committed colleagues who have common professional and curricular interests and have collaborated productively in the past.
- (7) Resonate in compelling manner with prospective donors.

#### Reference 3 - 0.06% Coverage

We understand the need for UM in general and H&S in particular to reorganize administrative staff to save money and increase efficiency. In this process, we expect the aims, processes, and choices involved in staff reorganization to be clearly explained to administrative staff, and for staff to be asked

## **UM Strategy for Distinction: Feedback**

### **What thoughts would you like to share about administrative structure recommendations?**

for their expert advice and preferences. Department chairs should also be consulted. Based on the little we have been told so far, PSCI Administrative Associate Karen Boice and the PSCI faculty prefer she remain in PSCI in a face-to-face role with students. We are open to collaborating with nearby departments to keep her in that role, achieve administrative efficiencies, and serve students.

#### Reference 4 - 0.06% Coverage

The first preference of the PSCI faculty is to remain as we are, a department within H&S. If it is necessary to group departments into divisions within H&S, we would want to know more about the rationale and impact of divisions. We are open to further discussions about a large Social Science division. Social sciences bridge the sciences and humanities, offering ways to understand the causes and consequences of and policy responses to contemporary challenges such as political polarization, war, sustainable development, global health, and climate change. A large Social Science division would enable departments with similar and connected disciplinary interests and practices to cooperate in recruiting students, delivering undergraduate advising and graduate courses, collaborating on research, and applying for grants. Our understanding is that departments in such a division would retain their identities and autonomy, including curricular control and unit standards.

#### Reference 5 - 0.06% Coverage

I want to express my sincere gratitude to all of the people who have put such tremendous time and sincere effort into providing the UM with a useful perspective on our past and a forward vision. Despite the upheaval many of us have experienced, the change that lies ahead can be faced with optimism and renewed commitment to excellence in higher education. Speaking for myself, I am optimistic and grateful for the deeper understanding we all have for one another's work and vision. Increasing our sense of community and building synergisms between our silos will make us stronger. That said, I offer a perspective on my department, Native American Studies, that might at first glance seem contradictory, that is, might seem like a move toward more silos. I believe firmly that Native American Studies ought to remain a free-standing entity, a stand-alone department if divisions are created. First, the Payne Family Native American Center does stand alone as a realization of UM's vision to honor the place of Native American peoples, students, and the NAS Department; it came from a commitment to move NAS and Native American students from the margins to the center of the institution. When NAS is restored to its full capacity, it will be robustly connected across campus both in curricula and in research collaboration--in science, humanities, social science, business, and every other unit Native American Studies will have a place. Second, within the building we also house American Indian Student Services (AISS), signaling UM's continued commitment to creating a culturally safe place for Native American students; along with that, the Native American student clubs occupy a "clubhouse" that they share for meetings on a scheduled basis with the campus, NAC 211. NAS and AISS work together on a wide-range of activities, events, and efforts. Last, the Cobell Institute in the garden-level of the building represents our growth space in terms of increased interdisciplinary approaches to land and cultural maintenance and revitalization. The GIS lab serves people who, for example, want to study tribal natural resource preservation in relation to animal migrations and water. PFNAC also houses a planetarium. I was my dream in working on the designs of the building that we would one day extensively teach of Indigenous astronomy and celestial storytelling traditions. In designing the building we hoped to support teleconferenced courses, share with Tribal Colleges, support language revitalization efforts, Indian Education for All (MT's constitutional mandate) and so forth. I currently

## **UM Strategy for Distinction: Feedback**

### **What thoughts would you like to share about administrative structure recommendations?**

teach a teleconferenced course (unique on campus) between UM and U Hawaii, U British Columbia, Dine Tribal Collge, U Alaska Fairbanks, U Alaska Anchorage, and U Arizona. Native American Studies can become an area of distinction with the right vision and the adequate support.

Cornell and Northwestern both have stand-alone Africana Departments. Perhaps there are other such units that I do not know of. The organizational position of unique racial/ethnic units, in other words, has precedence. Two people from NAS met with the directors of African American Studies, Gender, Women's and Sexuality Studies, and Environmental Studies, and they all agree NAS as a stand-alone unit makes the most sense in restructuring.

P.S. Please do not use the word "frontier" in the mission statement. The vocabulary has worn thin internationally regarding Western expansion, particularly when it comes to Indigenous peoples' lands and rights.

Reference 6 - 0.06% Coverage

This feedback is provided on behalf of the full faculty of the Department of Communicative Sciences and Disorders (CSD) of the currently Phyllis J. Washington College of Education and Human Sciences.

Although we recognize and appreciate much of the hard work of UPC and do not necessarily disagree with recommendations for our department, the faculty unanimously vote that the UPC recommendations may not yet fully capture CSD's ideal place and presence at UM. Thus it is imperative and essential that the chosen representative of the CSD Department, the Department Chair, be present and have a seat at the table when discussions occur regarding the possibility of a structural change and ways to facilitate CSD's place and presence at UM. Up to this point in the current UPC process, this has not happened, and the faculty and staff agree that it is imperative that the full range of our contributions and the complexity of our programming (with links to both Education and Health Professions) be fully explored when the University of Montana considers how best to support and capture CSD's contributions. Given our new and interim dean leadership within our current college, there has not yet been adequate time and opportunity to fully understand, and thus truly represent, the needs, complexities, and/or possibilities of the CSD Department. In light of this the current feedback is an attempt to help the UPC team and leaders like our President and new Provost to better understand the CSD Department. We encourage leaders to seek out direct input from our CSD Department as we are eager, willing, and available at any time to take an active part in contributing to this important process in a positive and constructive way.

#### **DEPARTMENT OVERVIEW**

The Department of CSD and its speech language pathology (SLP) programming aligns with the mission and goals of both the Phyllis J. Washington College of Education and Human Sciences (its current college) and the College of Health Professions and Biomedical Sciences. The CSD faculty are committed to people and place, and indeed we believe as a faculty that the place that we live as a department is not as important as the people that we grow and serve. Despite this statement, we do believe that our place within the university is not fully understood and it is imperative that we continue to self-advocate to ensure we are actively and rightly integrated as a key strategic player in the University's strategy for distinction. Our faculty are unanimously excited about the future of UM and want to be an active part of the ways of communicating, creating, knowing, and living in communities of excellence including that of Health and Human Development.

## **UM Strategy for Distinction: Feedback**

### **What thoughts would you like to share about administrative structure recommendations?**

Indeed, the CSD Department recognizes the need and possibility for a comprehensive and integrated rehabilitation center for translational research and clinical education. We believe that this may likely be a goal of the College of Health Professions and Biomedical Sciences, and as a major Health Profession at UM we hope to be an integral part of that future. Thus, we hope to continue to be an active part of any related discussions and this includes structural decisions such as college assignments for our department. Indeed our faculty our open to any change in college structure as long as we can continue to find a place where we can actively sustain our noteworthy training quality, grow our programming to match high student and job demand, and thrive as people who are vital to communities of excellence such as that of Health and Human Development.

#### **PEOPLE AND PLACE IN COLLEGE RESEARCH AND TEACHING**

Areas of research and teaching distinction include those across colleges such as:

- \* child development, literacy, working in a school setting
  - o (aligned with PJWCoEHS)
- \* neuroscience, biomedical science, and working in rehabilitative medical health professions
  - o (aligned with CHPBS).

Given the interdisciplinary nature of our curriculum and training, our content and cross collaborations are active across these and other colleges and it is important to continue to develop these intercollaborative streams “perhaps through dual appointments in colleges and departments.

#### **PLACE IN STRUCTURE AND COMMUNITY**

The CSD department is aligned with other programs that provide direct service to the community

- \* Aligned with the provision of community health services and related accredited supervised clinical education through a community clinic.
- \* Accredited based on a medical supervision model that requires 400 hours of clinical supervision per student- a majority of high-level supervision by UM clinical educators
- \* Funded with needs associated with a medical treatment model. May 2017
  - o In May of 2017 the Montana Board of Regents approved for Student Tuition Fee structure for the SLP program that exactly matches and parallels the funding structures of PT, Occupational Therapy, and Pharmacy.

#### **A HIDDEN PLACE THAT REQUIRES PRESENCE**

The CSD Department and active DeWit RiteCare Speech Language and Hearing Clinic are currently located on the fringes of campus in the Curry Health Center basement/ garden level where our research, teaching, and clinical needs continue to outgrow the space. This was listed as one of the main student and faculty concerns in a recent external review. We do not currently share a building/proximity with our current college home of the Phyllis J. Washington College of Education. Our clients our routinely dropped off across campus at the PT Clinic and it is often unknown that there is a speech-language pathology program or where it is -despite many marketing and departmental community efforts. Our clinic and research space needs have outgrown the current space (documented by University Space Committee). We understand and recognize that we as a department need to continue to play an active role in promoting our presence, but feel it is imperative we are integrated into a formal plan for how best to be integrated in both the PJWCoEHS and CHPBS.

#### **SUMMARY**

## **UM Strategy for Distinction: Feedback**

### **What thoughts would you like to share about administrative structure recommendations?**

In summary, the CSD Department is committed, willing, and poised to significantly contribute to UM's future plans for distinction and we only ask that we continue to be a full partner in helping to integrate our place and presence and UM.

Reference 7 - 0.06% Coverage

Reorganization of academic units

I think an organization routinely needs to evaluate the efficiency of any administrative structure and I appreciate the value of considering wildly different approaches to standard operating procedures.

With that said, I have a number of remarks specifically for the changes proposed for the College of Humanities and Sciences (but most could be applied to all of the Colleges/Schools)

The division structure does not seem to align departments by key areas of study. For example, the social science departments are scattered across the proposed divisions rather than grouped into a single division. Why is this? What specific criteria were used in the development of the divisions?

The UM Strategy for Distinction states the specific divisions were created to "Simplifies administrative processes and encourages interdisciplinary work".

What administrative processes will be simplified?

How will the division heads take over all the responsibilities currently performed by the department chairs? I am concerned that the department chair duties were not accurately understood and/or adequately considered when creating this plan.

I have been involved with interdisciplinary research/teaching and in my experience the "administrative structure" was not the fundamental process in creating interdisciplinary collaborations. The successful interdisciplinary endeavors that I have been involved with developed from the "ground up" based on the interests of the multiple partners. The administrative structure allowed for some flexibility of duties which helped these interdisciplinary projects get off the ground but the administrative structure itself did not create the opportunity.

I was particularly distressed when the statement was made that all the social science masters degrees could be consolidated into a single MA in Social Science. It is difficult to believe that anyone that has any knowledge of recruitment and placement of Master's level students could believe this would be a reasonable idea. For me, this is just another indicator that the decisions that went into making this plan were made with little understanding of how many of these programs work and important role of chairs/faculty to help inform these decisions.

I find it difficult to endorse or support such a division structure until

1) There is a more detailed description of how the division structure will work and how the duties of the chairs will be completely absorbed by the division heads

## UM Strategy for Distinction: Feedback

### What thoughts would you like to share about administrative structure recommendations?

2) It can be shown how the division structure will help lead the university out of our current budget crisis. We have developed many plans over the last 5 years which were purported to solve our financial problems and none have been successful. Why should I think this plan is any better without details linked to measurable outcomes?

#### Alumnus

Reference 1 - 0.06% Coverage

As an MPA graduate, I support the recommendation to move the MPA program to the Baucus Institute. Developing strong leaders for the public and non-profit sector is critical and the MPA program does it well. Moving to the Baucus Institute would create more stability of leadership and resources to make sure the program continues to grow and flourish.

#### Donor

#### Other

Reference 1 - 0.13% Coverage

Please look at HR functions. My spouse just quit - hey, down 1 faculty FTE, 50 more to go! - and HR has lost the resignation paperwork. Now we have extra headaches trying to figure out our interim insurance plans, etc. This is the latest in a long line of HR screw ups when it comes to managing paperwork. 1) HR wouldn't post an open position in my spouse's department, wouldn't return phone calls. They had to walk in and demand to talk to a person to get any movement. The job would have posted late, leading to poor recruitment, if they hadn't been pains in the ass and hounded HR. 2) I've heard from another colleague that he, too, had to walk paperwork into the office to assure that it's processed. He submitted fellowship paperwork via campus mail in the past and it's gotten lost/forgotten. This year, even with submitting it in person, hand to hand, one of the fellow's paperwork got lost and he had to resubmit it when he was supposed to be starting employment. 3) A work-study student I know had her time card lost. It's a paper time card, and HR lost it, and told her they wouldn't be able to pay her until the following pay period, and she had to get a new time card and get it filled out again and re-signed. Girl has to pay rent, and they're paying her two weeks late for their mistake. I say all this knowing that HR is HORRIBLY UNDERSTAFFED and probably drowning every day. I don't blame the people, I blame the systems, and I blame the lack of investment from the University in that sector. How can you have a "best place to work in Montana" without the proper systems to support the employees working here? With all his logistical / supply chain / process experience, the president really needs to look at the systems and processes here at UM. Things look pretty on the surface - that amazing M! Those beautiful mountains! - but rip up the floorboards and there's a lot of rot. I'm sure the commish didn't tell him any of that during the hiring process, but it's the reality, and it is seriously holding us back.

## UM Strategy for Distinction: Feedback

### What would you like to share about communities of excellence?

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## Student

### Staff

One of my main concerns throughout the document is the focus on immediate problem solving. The university should support pure research. It could take years for anyone to make use of the knowledge gained thereby or it might never happen. We should be in the business of supporting creativity.

Let me start by saying thank you for what was a heroic effort to get this out in one piece and in a way that was sensitive and as complete as one could be given the timeframe. I think that we have some really good material to work with here and if we are thoughtful and creative, we will come up with integrative solutions that really work. I really appreciated what Jon had to say last night about integrating across colleges to accomplish tasks. The changes that were put forth were mostly internal to colleges, but now we need to start thinking about how to integrate strengths across divisions/colleges/departments.

I am a little concerned how we would have two divisions of environmental \_\_\_\_ and sustainability in two different colleges, with one being science and one being studies without some specific and well defined means of linking these divisions. It will be confusing to students and potentially create further divides between programs rather than bring them together. We need to think this through carefully and ideally (as suggested) set up a structure where the studies group directly interacts with the science group as this will be necessary to actually address matters of sustainability. It might be most simple to form an overarching program or institute, but we can also think of a shared program similar to WBIO. The cultural, environmental, sustainability division is a little odd and could be considered insensitive depending on how you look at it given the composition. I will reach out to Chris to start a dialogue.

Last, I just wanted to address issues surrounding data. While I really appreciate the fact that you guys got down to business and got things done Sunday night, I feel that the numbers upon which concerns were based provided an incomplete picture. Student credit hour generation by course or program alone is only one indicator of revenue. My point on Sunday night was that we need to take into account other metrics of tuition revenue as you cannot have SCH without a major that attracts students to the University. Student head count by program weighted by out-of-state (3.5x the revenue) and in-state tuition.

## UM Strategy for Distinction: Feedback

### What would you like to share about communities of excellence?

The final thought for the day is to say thanks for correcting the strategic attrition in our College (change Forest Management to Forest and Conservation Sciences). If possible, I would like to ask that we put both of our strategic attritions in Forest Conservation Sciences it will give us the greatest budget flexibility in making the reductions happen. This means moving the one in Resource Conservation to Forest Conservation Sciences.

Thanks again you guys, I think the roll out went very well all things considered.

## Faculty

"The basic idea of Communities of Excellence has been developing organically at UM for many years, but has remained basically unknown even across the UM-Missoula campus. For example - strategically and steadily the ecologists at UM (Ecology - broadly defined and ranging from global-level scales in climate change to plot-level scales in discovery of why invasive plants become ""monsters"" as examples) have developed a faculty-graduate-undergraduate suite of programs and degrees that is a Top-5 among over 300 PhD granting universities in North America. UM ecology is more productive than any Ivy-League, Big Ten, or private university (including Stanford and Duke). While location in Montana has been a part of UM's success in ecology, it cannot explain why UM ecologists are among the best in the world and as a group so scholarship-productive and distinctive, otherwise we would see similar productivity from the faculty at MSU, UWy, UId, Idaho State, etc. And we don't.

The programs and degrees in the Ecological Disciplines are examples of what is possible in many quarters of UM."

I think this is an excellent approach. It is about time we supported and bragged on what we do well.

That said - I don't see it working with the near 100% focus on undergrad education. The entire process has ignored and even penalized graduate education and research on this campus. Some of the combinations of programs make no sense and will dilute some of the best and growing ecology programs. If graduate programs and researchers continue to be treated as side hobbies- expect a big brain drain. We have some of the top people in the world but we do nothing to support or incentivize all that they do. We also don't brag on achievements like other universities - we do so much great pertinent research - but who knows? I think the research community at UM is at the end of their patience and really disappointed in the lack of inclusion of research metrics etc in programmatic decisions. I love many of the other changes and so happy change is finally happening. But the complete dismissal of grad ed is unacceptable.

"I wanted to reach out to share with you the perspective that a UM alumnus recently shared with me regarding the future of UM. Dr. Tim McCue is a medical doctor in Missoula and was formerly the team doctor for the athletic department and during that time also worked at the Curry Center. He knows UM quite well as he and several of his siblings went to school here. He recently was selected for the Alumni Association's Board of Directors. So he's invested in the future of UM from multiple perspectives.

We were chatting a while back and he said that he thought UM should position itself as the leading bio-medical institution in the state and the region. This really struck a chord with me. We then chatted about the pharmacy and physical therapy programs here, the medical residency program, and other programs that match this emphasis on bio-medical education. As we continue to work to differentiate and distinguish ourselves and as the biomedical fields continue to grow, this emphasis makes a lot of sense to me.

## UM Strategy for Distinction: Feedback

### What would you like to share about communities of excellence?

Yet when I reviewed the draft of the strategic plan, the communities, and the revised Mission Statement, there was nothing in there about this specific focus. I was wondering if various entities might be able to bring this forward as a possible addition or at least a point of discussion.

Tim also indicated that he would be happy to chat further about this.

Thanks for considering this recommendation!

If we hope that these will be remembered and quoted, they have to be fewer and shorter, with subtitles for the worried and the curious. I have not spelled them out in all detail. The ones that will distinguish the new University of Montana have to come first. Are these four bullet-proof? Of course not. No academic structure is. But all academic structures are torn between memorable succinctness and mind-numbingly detailed completeness. A new start requires succinctness.

#### 1. Arts and Communication.

Critical thinking and effective communication require a grounding in the liberal and fine arts. The arts include the liberal arts (the humanities and sciences), the fine arts, and . . . Communication includes oral and written communication, artistic expression, and . . .

#### 2. Environment and Well-Being.

The health of the environment and the health of the human family are inseparable. Environment includes sustainability, stewardship, and . . . Well-Being includes health, human development, cultural diversity, ethics, and . . .

#### 3. Science and Economy.

Data analytics, the social sciences, and the economy are shaping each other. Science includes technology, and . . . Economy includes economics, business, entrepreneurship, and . . .

#### 4. Justice and Politics.

Justice without politics is useless, politics without justice is ruthless. Justice includes social justice, global justice, and . . . Politics includes policy, public service, diversity, and

. . .  
"

"Provost Edmond aptly concluded her Global Public Health program evaluation in January 2018 with the recommendation that UM consider the development of a Global Issues Initiative that includes Global Public Health, International Development Studies, Climate Change Studies, and GII. UM's communities of excellence should include a value-added, high-visibility alliance that links and draws upon the strengths of the above programs along with the Honors College, Peace Corps prep program, environmental justice, transnational-competence education, and select Mansfield Center programs under the compelling umbrella of Contemporary Global Challenges.

A Contemporary Global Challenges arrangement that mobilizes the strengths of the above programs would:

- 1) Focus and sustain this university's attractive and far-sighted international profile and position UM going forward as an institution that is looking ahead and engaged in preparing students for the daunting global challenges of our time.
- (2) Bring together the strengths of our robust, popular, externally vetted and praised, and low-cost programs that address pressing contemporary global challenges from a multi-disciplinary perspective.
- (3) Encourage value-added curricular innovations, cost efficiencies, scholarly synergy, and enhanced interfaces among academic programs that share closely aligned objectives and faculty expertise.

## **UM Strategy for Distinction: Feedback**

### **What would you like to share about communities of excellence?**

(4) Provide a coherent, attractive, and promising new recruiting message that appeals to the interests of growing numbers of today's youth both in this country and abroad.

(5) Provide a coherent, attractive, and promising thematic outreach message that distinguishes UM in the state and regionally.

(6) Build a firm alliance among established, well-connected, and committed colleagues who have common professional and curricular interests and have collaborated productively in the past.

(7) Resonate in compelling manner with prospective donors.

"

"Global Public Health Overview and Concerns in Response to UM's Strategy for Distinction  
Context and communities of excellence

Global Public Health is a new interdisciplinary, campus-wide minor with core and required courses in the sciences, social sciences, humanities, resource conversation, community health, and fine arts (among others).

Global Public Health currently has 47 active minors and has graduated about 90 minors since 2014.

Global Public Health is led by a rotating Director, currently a professor of political science.

Global Public Health reports to the Provost through 5 deans.

Global Public Health recently completed its first program review. The external evaluator noted that, among students nation-wide, global health is regarded as the civil rights movement of the 21st Century. In her final program-review evaluation (9 January 2018), Provost Beverly Edmonds noted that the Global Public Health program deserves commendation in a number of areas, including its interdisciplinary model, curriculum preparation for many careers, faculty expertise across a range of colleges, links to the community through its External Advisory Committee and spring Global Health Lecture Series, alignment with UM priorities and areas of excellence, and exemplary program leadership."

Global Public Health is seriously underresourced. In order to continue with its successful fundraising, community-outreach, internship-development, and student-scholarship efforts, to meet the academic and career-planning needs of its minors, and to sustain strong support from its constituency and attractiveness to students, Global Public Health should maintain a distinct program identity, control over the GPH minors curriculum, an adequate institutionally supported operating budget, a faculty director, and a director stipend.

Provost Edmond aptly concluded her GPH program evaluation with the recommendation that UM consider the development of a Global Issues Initiative that includes Global Public Health, International Development Studies, Climate Change Studies, and GII.

UM needs to reinforce a community of excellence that allies and draws upon the strengths of the above programs along with the Honors College, Peace Corps prep program, environmental justice, transnational-competence education, and select Mansfield Center programs. The compelling umbrella for this communities of excellence initiative could be Contemporary Global Challenges.

Going Forward:

The Contemporary Global Challenges alignment would:

1) Position UM as an institution that is looking ahead and engaged in preparing students for the daunting global challenges of our time.

(2) Bring together the strengths of our robust, popular, externally vetted and praised, and low-cost programs that address pressing contemporary global challenges from a multi-disciplinary perspective.

## UM Strategy for Distinction: Feedback

### What would you like to share about communities of excellence?

- (3) Encourage value-added curricular innovations, cost efficiencies, scholarly synergy, and enhanced interfaces among academic programs that share closely aligned objectives and faculty expertise.
- (4) Provide a coherent, attractive, and promising new recruiting message that appeals to the interests of growing numbers of today's youth both in this country and abroad.
- (5) Provide a coherent, attractive, and promising thematic outreach message that distinguishes UM in the state and regionally.
- (6) Build upon established, well-connected, and committed colleagues who have common professional and curricular interests and have collaborated productively in the past.
- (7) Resonate in compelling manner with prospective donors.

"

"We are excited by the proposed Communities of Excellence and understand PSCI to be a vital player in the following themes:

Justice, Policy, and Public Service  
Environment & Sustainability  
Health & Human Development

### Alumnus

I am a member of the Greek Task Force. I feel that a strong Greek community is essential for a strong University. Greek alumni from the University of Montana may make up about 1 to 3% of the student and alumni population but Greeks give much more than that in public service to and for the University. In addition, Greek alumni give a huge amount of funds to the University of Montana Foundation. Depending on the year the amount given can be 30 to 50% of the total donated.

Anyone with a vision can see that a healthy Greek community will help the University as a whole in the long run. The University should support the Greek system when and where it can. If an issue needs to be addressed in the Greek community, then seek the help of Greek alumni. One example, is that Greek alumni can help and assist in recruitment. We know how to recruit as we had to recruit members to our fraternity or sorority.

### Donor

### Other

Excellent concept, but this should be a dynamic list, and faculty should be encouraged to develop more such communities, with the incentive being -- bluntly -- access to new faculty hires or other relevant resources. This is somewhat like what other universities call Cluster Hires, although these are often driven by research opportunities (appropriate for some, but not all, areas of a liberal-arts institution). Overall, I prefer any communities to emerge from faculty interaction rather than administrative dictum.

## UM Strategy for Distinction: Feedback

### What would you like to share about the work of the Data Analysis subgroup?

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## Student

### Reference 1 - 0.04% Coverage

Looking at your metrics being used to make the UM a place for "excellence", a "flagship" institution, equipping students for facing complex challenges", I was wondering where you figure in metrics for these aspirations? The metrics I saw purely employed business rationale that treated the UM as only a teaching institution, which would be fine if we were a community college, but we are not. As a research institution, it is not enough to measure research "success" by only measuring expensive research conducted in programs, what about perfectly contributive knowledge that required less tech, not more? What about programs that don't use as much expensive equipment? In other words, I am concerned that your decisions to shape the future identity is not considering the more important questions to university identity, such as: How many graduates are being placed in jobs in their field/allied fields? How much of a splash are our professors making in research (citation indexes) nationally and internationally? How much acknowledgement does our faculty receive in their disciplines for their contributions (awards)? How much is the University of Montana's affiliation slapped on and invoked in publications produced for this 'research' institution (because names and institutional reputation will outlive the names on our campus buildings, food for thought)? Haven't you ever wondered why students return to this institution at the graduate level or why professors stay at this institution, despite its uncertainty and exploitation? Something I noticed while in the Air Force that the 'worst' (middle of nowhere, or the most dangerous) base assignments had the best comradery among people who made the best out of the worst, while the opposite could be said about the 'best' base assignments who had an abundance of flaky, backstabbing, and a disloyal bunch. So perhaps the UPC should capitalize on the strong, giving, networking faculty as part of our identity, something that appears to be dispassionately missed in the metrics of how much can be raked in expensive grants and from the conveyor-belt of the degree-mill. Thank you for listening.

## Staff

## Faculty

## **UM Strategy for Distinction: Feedback**

### **What would you like to share about the work of the Data Analysis subgroup?**

Reference 1 - 0.04% Coverage

Thank you for providing the Tableau public scatterplot with various tabs to toggle through different comparisons of quantitative measures. In the Tuesday 4/17 a Faculty Senator asked to see the underlying data, and Dean Kirgis directed her to the website. I have the same question, I would like to review the data inputs as raw material (or rather, I assume, Excel spreadsheets) for numbers like SCH, majors, and degrees. Could the spreadsheets be linked to the website please?

Thank you.

Reference 2 - 0.04% Coverage

HHP scored very strongly overall with the data analysis when compared to other units/departments/programs on campus. It seems counter intuitive that UM would break up and dissipate a unit (HHP) that has performed so strongly and consistently over the years "as a unit". It seems that UM should move towards enhancing our unit such as HHP becoming a school and build on our strengths & growth verses breaking us apart. Why fix something that is not broken and in fact, thrives? It is our autonomy and cohesive program/student/faculty/staff integration that has helped us innovate and grow.

Reference 1 - 0.06% Coverage

I am not sure if this feedback is being directed to the right place. Please share as appropriate. President Bodnar's 5-8-18 Update to the campus community on his draft recommendations and the timeline for work related to these does not include UPC communication of the analysis of feedback received from the campus community. It is essential that the feedback be compiled into an accessible document and made available to the campus community to review alongside UPC's and President's findings.

Reference 2 - 0.06% Coverage

President Bodnar, Provost Kirgis, and the University Planning Committee,

Thank you for the opportunity to provide feedback. I write here as a faculty member, and as program director for the Resource Conservation B.S., incoming department chair for Society and Conservation, director of the NSF-funded cross-campus UM BRIDGES food-energy-water graduate training program, and a member of the W.A. Franke College of Forestry and Conservation (FCFC) College Council. In addition to teaching in the programs listed above, I also teach courses in two cross-campus, interdisciplinary minors, one of which I used to direct. I provide this information as context for my comments below.

I want to begin by thanking all of you for your work. I realize that you are faced with a gargantuan and challenging task, and that you primarily hear complaints. Thus, I think it's important to start by stating that I think it's critical that we bring our expenses in line with our revenue and I am convinced that we need to reduce FTE to do so. I hope most of the FTE reductions will be achieved through voluntary departures, but I realize UM will likely need to let some people go. This is heartbreaking and I hope we never, ever find ourselves in this situation again. If we manage our budget responsibly in the future, we really should be able to avoid this sort of structural deficit moving forward.

## **UM Strategy for Distinction: Feedback**

### **What would you like to share about the work of the Data Analysis subgroup?**

I do not support across the board cuts, but instead favor the approach that you have adopted, investing strategically in areas of current and future growth. I also very much support a data-driven approach and I appreciate that you have embraced the use of data as a key driver for decision-making. That said, I am increasingly concerned about the data for the W.A. Franke College of Forestry and Conservation (FCFC) (I'm not familiar enough with other units to know if this is a problem for other units). The FCFC Deans and College Council have been working with the UM Data Office for more than a year to ensure that the data used in APASP and then by the UPC accurately reflect our activities. Admittedly, we represent a challenge with regard to metrics because our departments are not aligned with our undergraduate or graduate degrees. However, starting last summer, we have provided the information necessary to allocate faculty FTE, SCH, and other metrics by degree program, so that we can be compared to other units across campus. However, despite literally weeks of work by our Dean's Office, the UM data for FCFC continues to be truly abysmal. Please see Associate Dean Mike Patterson's UPC feedback for a detailed accounting of the many problems with the FCFC data. These are not insignificant, minor errors, but rather problems that mean that the data don't represent our programs in a meaningful way. Mike's comments are incredibly important to attend to as we move forward.

I also want to comment on the trade-offs involved in computing metrics by academic program, especially in the context of FCFC. We have an unconventional structure (three departments and five undergraduate degrees, many of which cross departments) because we are committed to synergies, efficiencies, and interdisciplinarity across our programs. While some FCFC courses primarily serve specific majors, most of our courses are designed to serve multiple majors, which enables us to be more efficient and more integrative across our programs. This approach means that many FCFC faculty serve in multiple undergraduate programs (i.e. these faculty teach courses for, advise students in, and help to govern two or more undergraduate programs). While this structure enables us to be efficient, integrative, and highly interdisciplinary, the APASP and UPC process has forced us to allocate faculty FTE, courses, and SCH to programs, which is antithetical to our approach. I worry a great deal that evaluating our undergraduate programs in isolation will incentivize a narrow focus, creating silos that inhibit collaboration and interdisciplinary integration across programs. I would like to see a system that rewards FCFC for our level of integration and efficiency, while still holding us accountable to broader UM standards. This is entirely achievable, but it requires working with us to develop a system that reflects the high level integration and interdisciplinarity across FCFC programs.

I also wish to comment on the administration of interdisciplinary academic minors. I oppose recent proposals to house interdisciplinary minors in the Davidson Honors College. While I appreciate the bridge that DHC can build across colleges, I believe that academic programs need to be directed by faculty who teach and conduct research related to the focus of the minor. We wouldn't dream of housing undergraduate majors or graduate degrees with faculty or staff who do not have expertise relevant to the subject matter. Why would we do so with academic minors?

Finally, I would like to see improved mechanisms for collaboration across colleges. I currently direct the UM BRIDGES program, which brings together faculty and graduate students from three colleges and seven departments (the UM BRIDGES assistant director, for example, is in Geosciences). In my experience, interdisciplinary programs thrive because of faculty enthusiasm for collaboration, which occurs in spite of and not because of the existing institutional structure. I have been part of numerous conversations about new degree programs that could recruit additional students to UM. Some of these conversations have been stymied for years due to incentives to invest resources (including and especially faculty time) in home programs rather than cross-campus collaborations. Faculty also worry,

## **UM Strategy for Distinction: Feedback**

### **What would you like to share about the work of the Data Analysis subgroup?**

understandably, that new, cross-unit degree programs might draw students away from home programs. Unfortunately, the APASP and UPC processes have only served to amplify those worries. I want us to find a way to reward units for collaborating in endeavors that attract new students and figure out how to assuage the fears outlined above. I'm not sure how to do so, but I am confident that we can develop mechanisms to encourage collaboration if we work together.

Thank you again for soliciting feedback and for all of your hard work addressing our budget deficit. I appreciate the deliberate, thoughtful approach you are taking and I realize that time constraints make it very difficult to design a perfect process. Please feel free to get in touch with any questions about these comments.

#### Reference 3 - 0.06% Coverage

This comment is actually directed to the entire committee and entire process.

It is unfortunate that the UPC did not follow its own two-stage plan to evaluate programs. The second part of this plan, as I understood it, was in part to bring together the data analysis and the mission/identity groups to evaluate alignment of programs with the mission and communities of excellence. This has, as far as one can tell, never been done. This leaves the observer wondering why so much time was spent on the mission and communities of excellence as they are not being considered in making recommendations or in directing the future of the university.

It is important in this process to consider factors other than SCH in evaluating the productivity of a program and its alignment with the university mission. The mission calls for a "world class research university." Counting SCH and ignoring research productivity altogether is no way to build or sustain a world class research university. Because of this disconnect, the analysis and recommendations run counter to the mission statement.

The administration has been keen to say that the recommendations are the result of 1.5 years of analysis and discussion on campus. This is entirely disingenuous, given that the recommendations are ostensibly made based on an over-simplified analysis of a small fraction of the available data, and that no considerations of quality, research productivity, or alignment with university values or mission were considered. These are the things that the UM community discussed and struggled with over for the past 1.5 years. The recommendations are, very loosely it turns out, based on less than 1.5 weeks of analysis of a small fraction of data that do not show a complete picture of the university.

#### Reference 4 - 0.06% Coverage

This feedback is in provided in the spirit of improving the accuracy of the publicized workload and FTE data UPC Stage 2 Analysis for the Department of Communicative Sciences and Disorders.

Although it is likely that UPC is now aware of some discrepancies and errors in the Stage 2 data computation (and is perhaps planning on changing the related published results) the CSD Department believes the current results do not accurately reflect the workload nor true FTE disparity (with Delaware results) and propose that the following changes be noted:

## UM Strategy for Distinction: Feedback

### What would you like to share about the work of the Data Analysis subgroup?

1. The workload that is listed as an average of 3.34 in our CSD department is grossly lower than the actual course load (and a mathematical curiosity) given that as of 2016 the assigned yearly course load was 5 and in previous years 6 (excluding independent studies, research, thesis, dissertation) for tenure-track faculty. As noted, it has been discovered that the critical issue is that the formula implemented by the Provost's office did not account for faculty with lower teaching loads during the because of sabbatical, buyout etc. VERIP, and/or who had course load reductions (e.g., new hires, Chair) and as such this may be skewing the data.

The accurate average of 4.81 faculty load is reflected in new calculations with an accurate of FTE of less than 7 faculty teaching 30 courses in 2015-16, 5.5 faculty teaching 31 courses in 2016-17, and 6 faculty teaching 28 courses in 2017-18 over the course of year. Thus an average of 29.67 courses were taught over 6 semester divided by an average Tenure/Tenure-Track faculty over 6 semesters for a 4.81 faculty load (which is on the conservative side given multiple tenure-track faculty had a yearly course of 6 in 2015 which is not accounted for in this calculation).

2. Again the UPC committee is likely now aware that the metrics subgroup made the recommendations for FTE adjustments based off of the SCH to Instructional FTE ratio. At a conceptual level, the rationale to use Instructional FTE to calculate Tenure Track FTE recommendations is problematic. That is, Instructional FTE includes all instruction " Tenure Track Faculty, Instructors, Adjuncts, and Graduate Student TAs " and thus inflates the numbers. If the recommendations were for total instructional faculty, then using Instructional FTE in the calculations would make sense. But these recommendations are specific to Tenure Track Faculty, and therefore the Instructional FTE should be limited to only those Faculty. In addition, the comparisons that were made Delaware Data were that of a Tenure-track faculty standard. As such the FTE computed is also in significant error across all departments in the College.

Although the raw data was not accessed to do direct computations no formal computation needs to be done to identify that our actual FTE of 6.0 in 2017 is significantly below the standard suggested Delaware benchmark FTE of 10.64. Although the CSD Department does not suggest the need to advocate for a 10.64 load as we do not think that would be appropriate for the size of our programs, we would note that we are far from close to the Delaware benchmark.

#### Reference 5 - 0.06% Coverage

I have sent President Bodnar (UPC chair) and the co-chairs of the data analysis committee (Paul Kirgis and Megan Stark) a word file with comments including Tables and graphs not readily conveyed in this feedback form which includes an alternate approach to cut 50 FTEs that is closely aligned with the data provided in the Trends and Recommendations file. I would be happy to talk with the committee in more detail about this proposal.

#### Reference 6 - 0.06% Coverage

I will be straight forward and concise the validity of the data used in the model is suspect. Even with the best of intentions, a reasonable model to guide the reductions using invalid data will only produce the desired outcome by chance.

Specific issues with the data

## **UM Strategy for Distinction: Feedback**

### **What would you like to share about the work of the Data Analysis subgroup?**

Problems with calculation of course loads per T/TT FTE

The course load per T/TT FTE is calculated by counting the number of courses taught by each T/TT faculty member and dividing by T/TT FTE and then divided by 5 semesters and finally multiplied by 2 to get the average AY T/TT faculty course load. This is problematic for the following reasons

The calculation used in the model does not take into consideration 1) Leave of absences, 2) Family leave/modified duties, 3) Course buyouts from grants, 4) Sabbatical reassignments, 5) Medical reductions, 6) Pre-tenure one time 1 course reductions, 7) Chair course reduction. Thus, a program could appear to have much lower course loads per T/TT FTE depending on the number of the above conditions occurred during the review periods

In addition, this calculation assumes that the department FTE does not change over the 5 semester period. The average AY T/TT FTE will be under reported if the T/TT FTE declines over the review period. This is a high probability for many departments given the restrictions on hiring behind open lines. This will also have a direct impact on total SCH for a department in that fewer T/TT faculty will mean fewer classes taught resulting in the potential for a reduction in SCH

Problems with SCH comparisons to the Delaware data

The recommendations for FTE adjustments are based on the SCH to Instructional FTE ratio. At a conceptual level, the rationale to use Instructional FTE to calculate T/TT FTE recommendations is problematic. That is, Instructional FTE includes all instruction T/TT Faculty, Instructors, Adjuncts, and Graduate Student TAs and thus inflates the FTE numbers. If the recommendations were for total instructional faculty, then using Instructional FTE in the calculations would make sense. But these recommendations are specific to T/TT Faculty, and therefore the Instructional FTE should be limited to T/TT Faculty.

The UPC Metrics Subgroup used two benchmarks

The first benchmark was the FY2013 SCH to Instructional FTE ratio. The second benchmark was the Delaware data in order to normalize each unit's SCH to FTE ratio. It is critical to note that the Delaware data is based on SCH to T/TT FTE not Instructional FTE as is used for UM programs

[Alumnus](#)

[Donor](#)

[Other](#)

## UM Strategy for Distinction: Feedback

What would you like to share about the UM mission statement?

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### Student

Reference 1 - 0.13% Coverage

We can't gut foreign language. If enrollment has been low, it's because little has been done in the past to highlight the importance of learning culture through language and its relevance to strengthening Montana's position in a global economy.

### Staff

Reference 1 - 0.04% Coverage

I would like to see something in the UM mission statement about our commitment to diversity. I think this will be essential moving forward. We need to focus on retaining historically marginalized students. Diversity doesn't just refer to someone's race and ethnicity but also accounts for non-traditional students, first generation students and LGBTQIA students. Please consider the importance of diversity of students and diversity of thought when moving forward.

Reference 2 - 0.04% Coverage

The old mission statement was dead on arrival: lifeless, clinical and uninspiring. The proposed mission statement is succinct and inspiring, painting a picture of UM that potentially makes it distinctive.

Bravo!

Reference 3 - 0.04% Coverage

Great job on the mission statement.

Reference 4 - 0.04% Coverage

The mission statement and many other parts of this document neglect the core purpose of education. We need an education because we are human, not just because we have social problems to solve and jobs for which to train. I think that the systemic focus on the latter two purposes is one of the major

## UM Strategy for Distinction: Feedback

### What would you like to share about the UM mission statement?

reasons for the decline of humanities at UM. The humanities can, indeed, help solve social problems and prepare students for jobs, but the point is to figure out what it means to be human. That quest is inspiring and could just help recruit students.

## Faculty

### Reference 1 - 0.04% Coverage

When you say that our mission is to "provide a high-quality and accessible education" I'm curious how you define 'accessible'. Are you saying that the university provides access to a high quality education? Or are you really saying that the university truly provides an education that is accessible (meaning on par with ADA requirements for all people even those with disabilities). If you do mean the 2nd description then I applaud you and hope that you plan to provide budgetary and appropriate staffing support to allow the university to accomplish that mission. While we've done pretty well with the limited resources we currently, we've fallen short of providing an equally accessible program for all and we still have a lot of work to do. If the actual meaning of the mission statement is not referring to accessibility of our education to the disabled, then I would suggest it be rewritten to make that distinction clear.

### Reference 2 - 0.04% Coverage

I ask that you consider not using the phrase "accessible education" in the mission statement. The word "accessible" to me, and others particularly those in higher education disability and technology services and K-12 education, and I would think legal counsel at UM brings to mind a different definition of the word than I believe you intend. I read the word "accessible" and the definition from the resolution agreement between UM and the US Department of Education Office for Civil Rights ([https://www.umt.edu/accessibility/docs/AgreementResolution\\_March\\_7\\_2014.pdf](https://www.umt.edu/accessibility/docs/AgreementResolution_March_7_2014.pdf)) in response to students with disabilities filing a complaint that the University was "inaccessible" in several areas comes to mind:

"Accessible" means that individuals with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as individuals without disabilities, with substantially equivalent ease of use. When I read the mission statement it seems that we are making a bold claim that we will be leading in accessible design for individuals with disabilities. If this is the case, I'm thrilled! If not, I ask that you remove the word. A suggested phrase I found used by another university is students at all levels. A rewrite of the first sentence might be, The University of Montana provides a high-quality education to students at all levels at a world-class research university.

### Reference 1 - 0.13% Coverage

The refreshed mission statement is pretty good.

### Reference 2 - 0.13% Coverage

Please add "world-class liberal arts and research..." UM is the liberal arts flagship institution in Montana. I strongly urge you to celebrate our liberal arts traditions and strengths in our new version of the mission statement.

## UM Strategy for Distinction: Feedback

### What would you like to share about the UM mission statement?

Reference 3 - 0.13% Coverage

- research needs to be an action, or active verb
- graduate programs/studies should be part of statement
- words arts, humanities, and sciences should be part of statement
- last sentence of this draft says absolutely nothing, should be deleted to shorten the overall statement

Reference 4 - 0.13% Coverage

The plan as proposed violates the historic and traditional mission of the university as the spearhead of the liberal arts. It also violatest the purported emphasis on cosmopolitanism. How could a university vaunt such values and cut foreign languages and classics and history.

### [Alumnus](#)

Reference 1 - 0.04% Coverage

I am not sure if this is the correct place to voice such opinions, but I want to say that as an alumnus of UM it is shameful to read that the university plans to terminate six English positions over the course of the next three years.

While I understand the need for a strong focus on STEM, UM's creative writing department is nationally ranked. Removing these individuals would, no doubt, disrupt this prestigious ranking. Furthermore, President Bodnar's plan threatens the integrity of education at UM in total. By essentially gutting the humanities, President Bodnar is clearly sending a message to all future students, current students, and alumni, that what matters is a commodifiable education. There is no longer a spirit of rich engagement with the humanistic tradition; rather, there is a push to try and make UM focused on STEM. The message you're sending Montana is that we no longer value these skills, traditions, and focuses.

I can only hope that President Bodnar considers comprehensive cuts across UM, rather than solely targeting those in the humanities. To me, the proposal for "excellence" actually signals a proposal for extinction. The rich and vibrant literary history of Montana needs to be taken into consideration for such proposals. Consider the values you're sending to the community of Missoula, as well as to Montana as a whole.

With sadness,

### [Donor](#)

### [Other](#)

Reference 1 - 0.04% Coverage

## **UM Strategy for Distinction: Feedback**

### **What would you like to share about the UM mission statement?**

My name is \_\_\_. I was a graduate student in French, an instructor of French 101 and 102, and earned my teaching certification at UM. I currently teach French down the street, at Hellgate High School. My husband is an alumni and his company is represented on the Missoula Educator's Foundation Board.

Here is what I understand UM to represent:

"The University of Montana--Missoula pursues academic excellence as demonstrated 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. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world."

I believe that the proposed cuts to the MCLL department radically alter this statement. If the proposed budget is executed, the mission statement must change as well. It would more accurately reflect UM's mission as follows:

The University of Montana--Missoula pursues academic MEDICORITY as demonstrated by the quality of SELECT curriculum and SELECT instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the basic integration of a partial or superficial focus on liberal arts, graduate study, and professional training, WITHOUT international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of LOCAL communities; and provides basic and applied research, technology transfer, BASIC AND SUPERFICIAL CULTURAL UNDERSTANDING, and service benefiting the local community, region, State, AND THE ENGLISH SPEAKING WORLD.

The Shape P20 grant that MCPS and UM accorded in 2013 had in mind a vision of pre-K to university, offering Missoulians and Montanans pathway to "21st century readiness" on all fronts. That grant funded the adoption of our International Bacclaireate programme at Hellgate. This academically rigorous and internationally recognized program has but one class that ALL participants must take in addition to their core philopsophy class: LANGUAGE. It saddens me that Hellgate while I have graduates of Hellgate and my French program that are at Stanford and Harvard, many students choose to continue their studies at the University of Montana. I would like to quote a truly amazing student who told me, while awaiting acceptance letters, that although she applied to Harvard, Yale and Stanford that she would like to attend UM because the Missoula community had given so much to her, and she wanted to find a way to give back in her hometown.

It saddens me that at MCPS, we are cultivating the next generation of global thinkers and problem solvers- and UM is retreating from the philosophy that global preparedness is a necessity for modern careers.

It saddens me when a student tells me they are thinking of pursuing a career in education, and not only can I not encourage them to attend UM (despite the accolades often given to the College of Education), but must discourage them from attending any teacher preparation program that does not offer advanced language study. To be competitive in seeking a job in Missoula- with two IB high schools, an AP high school, a language-immersion elementary, and a significant and growing population of ELL

## **UM Strategy for Distinction: Feedback**

### **What would you like to share about the UM mission statement?**

learners- language study is necessary. I must say again that I am saddened that I must tell students that if they want to teach- here in Missoula or elsewhere- that UM lacks the opportunities that will make them competitive in a 21st century educational job market.

I understand that philosophy and budget are two wings on the same animal, and they often extend in separate directions. Recognition of both is the ultimate challenge of administrators, and I can appreciate that in dire times administration must consider the reds and blacks of a situation to keep the animal alive. Is the situation that dire? Is UM ready to give up the tenets of liberal arts and its commitment to preparing its students for a modern and global job market? I have to wonder how much time and energy was given to addressing enrollment, rather than cutting and reallocating budgets. I am writing because I am not ready to tell my students that the University of Montana is a university for those whose careers will not extend beyond their communities and parts of their nation, and not extend to the global opportunities which exist within their communities and nation.

I would be happy to discuss what globally and nationally accepted language programs (AP and IB) are seeking to see from high school students, and what courses would attract new students. To be frank, I taught 101 and 102 from 2007-2009, and understand why it fails to draw students. My experience with advance courses, however, have opened every door. I humbly suggest that the University reexamine it's course offerings, and add language requirements for all programs and paths of study which demand cultural understanding or could result in careers at the global level. Montana is one of few states that does not have a language requirement for high school students. I know that many educators have fought that battle with OPI and lost, but please contact me if UM is willing to reopen that conversation with the vision of increasing enrollment and employing the astoundingly clear opportunity for interdisciplinary instruction with courses in modern and classical languages and literature.

Thank you for reading. I am pleading that UM seek creative and innovative ways to address the enrollment issues and bring the rest of their programs of study into the 21st century by incorporating the necessary cultural and language study. The numbers can't be changed and I understand that- but turning to these cuts as a solution is draconian, uninformed, and further hold back our beloved University of Montana from being a respected post-secondary institution.

## UM Strategy for Distinction: Feedback

What would you like to share about appreciation for people and place?

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"This past September I wrote the letter below to then president Sheila Stearns, in support of the Department of Dance at The University of Montana. Clearly, there are hard decisions to be made at The U of M in order to sustain her through this difficult period. Being a Missoulian I recognize that The University is a great partner and I understand that the school brings a lot of opportunities here that Missoulians wouldn't normally have. My relationship with the dance department has always been a strong one. In your research you will find numerous accolades earned by the department, in an environment where funding has been minimal. The return on the relatively small investment deserves significant consideration.

Dance has always been a powerful influence in my life both as an art form and a tool for learning and understanding. As a Missoulian, a former student, and a local business owner - I am hopeful that you will find it in your plans to support the Department of Dance and give them the consideration they deserve.

President Stearns,

It seems that all signs indicate that there are going to be some difficult decisions for the powers that be to make at the University of Montana. Though change is necessary to maintain viability, I do not envy the people who are taking responsibility for those choices. I wish you a clear mind, fair input and the best of luck as you work to establish the University of Montana as a premier institution of higher learning.

Today, I am writing to support my friends in the Dance Program at The University of Montana.

The Dance Program at The University of Montana is, without question, the most influential part of my education from the Montana university system. After moving back from MSU, having attended my freshman year of college there, I enrolled at U of M in the fall of 1990. Shortly after that I signed up for my first dance class. Through participation in dance I was taught the value of teamwork, patience, dedication to craft, and the value of being a beginner. The idea that risk has positive attributes was driven home in the Department of Dance as well. Finding the courage to take those risks and be exposed took some getting used to, but the dance department proved to be fertile ground for those lessons. Through my experience there I developed an appreciation for what art can do for groups and

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There have been numerous examples of the Dance Departments contribution to the greater Missoula Community, beyond how it has influence me. Karen Kaufmann has been educating elementary aged children through CoMotion Dance Project for more than ten years with her choreographed pieces teaching math and science. Math Moves and Fire Speaks the Land as well as Changing Balance (Balancing Change) are well respected in the educational community in Missoula and beyond. As an example of reaching across the state Changing Balance (Balancing Change)â€” was a collaboration with Glacier National Park Conservancy and the Crown of the Continent Research Center with a focus on educating people about climate change. Movement has been proven to be a valuable teaching tool for children. An idea that is supported by evidence based research and born out annually by Karens work. Karen has also applied for and received grant funding from the Kennedy Center for SPARK, an initiative to help educate students through dance. My daughter has been a participant in this initiative delivered through Missoula County Public Schools by engaging numerous local artists with students. Mark Thane, the superintendent of MCPS, has expressed his appreciation for this program and has made remarks about how effective a teaching medium dance can be. Additionally, Bare Bait Dance Company is currently in residence at the University and their performances are well attended. Bare Bait Dance Company offers Montanans their only opportunity to see a professional modern dance companys work choreographed by artists that live in Montana. In my opinion this is an important and significant contribution to the arts community in the state. The artistic director and managing partner are both alumni from the University who are making a contribution to the enrichment of the lives of Missoulians through their work.

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With respect,

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I think that UM should appreciate people and place - and how essential language is to that whole area. You are treating the University community with utter contempt in hacking away at programs and people who give so much to the University, and have done for many years. Language and literature are at the centre of all education stands for - how else are we to discover better ways to live and to understand and communicate with others? And yet you show no appreciation for people and place at all. From my place here in Scotland, it looks like UM is eschewing a liberal stance and, instead, falling into a Trumpian 'America first. America only.' position. Please reconsider this and save me from feeling I have to 'admit' to being an alumnus of such a narrow-minded institution.

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**What is your comment about a program or college?**

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**Student**

Reference 1 - 0.04% Coverage

The on-line classes have little continuity from one class to another. The professors seem to be trying to impress us with the level of complexity they can incorporate into their Moodle pages. A simple outline type page is easier to navigate. Uniformity would benefit students. Adding levels of frustration does not enhance the learning experience. U of M has a reputation for being so "artful" as to become useless. I'm a very frustrated 4.0 student looking at switching schools if this foolishness isn't dealt with.

Reference 2 - 0.04% Coverage

Consolidating all language majors into "European Studies" or "Asian Studies" will only further discourage students from enrolling in specific language programs, especially the critical languages. For example, a degree in "European Studies" is far less marketable than a degree in Russian, for both prospective students looking to come to UM, and for prospective employers of UM Graduates.

I am curious what kind of 'interdisciplinary work' these consolidated degrees will entail. Finally, enrollment is down across campus by approximately 30%, so the 44% decrease in language degrees is not necessarily indicative of the language programs themselves. I would encourage the administration to look at the success of graduates in the language programs (I.e. Fulbrights, study abroad or work abroad experiences) with the graduating class sizes, as well as the quantity of 1st year language offerings - because students will never consider a major in a language unless they are able to take that language. Only one offering of a 101-102 level language will result in far fewer students completing a 301-302 level language, which is required for the major. The administration must consider offering more 100 and 200 level language classes if they want more students to graduate with the language major, as well as more options of other classes required for the major - for example, allow relevant classes in the History, Literature, and Political Science departments to be considered as classes requisite to earning a major in the Language, if those classes touch upon that culture or government to some extent, or, at least allow the student to petition for those classes to be considered as independent studies to earn the major in that Language.

In my personal experience, administrative issues at the Lommasson center prevented me from getting my minor in Arabic studies on my transcript and on my diploma, so I instead spent my senior year

## **UM Strategy for Distinction: Feedback**

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working with the people at the Lommasson to ensure that my minor in Russian studies did appear on my transcript and diploma, because I worked abroad and was more invested in the Russian department than I was in the Arabic studies department. Luckily, I was only going to enroll at Alexander Blewett III School of Law here, but I feel like I could have been a more competitive applicant for law schools elsewhere if administrative issues did not preclude me from showcasing my studies in both languages. So, my point is that it's not necessarily the Language Department's fault for why students aren't earning as many degrees in Languages - it is a hurdle in itself to get independent studies and abroad experiences approved for credit towards that Language program because of administrative/staff issues.

Thank you for your consideration of my comments!

#### Reference 3 - 0.04% Coverage

According to Recommendation 1, Re-organization C, there is the intention to combine Anthropology, Sociology, and Linguistics into a joint MA/MS in Social Science. I believe this will severely affect the ability of graduating masters students in Anthropology to become employed, especially in the federal government. A large portion of Anthropology masters students have a focus in Archaeology and go on to work in Cultural Resource Management. The first part of the federal hiring process requires Human Resource departments to screen candidates for basic qualification for a job. If a student applies for an Archaeological position and has a generic, vague degree of "Social Science", the application will most likely not make it past the first round of consideration. There is no opportunity to explain what they studied during their time working towards a degree in "Social Science". This lumping together of wide-ranging disciplines into a single degree is harmful to students and faculty alike.

Combining the administrative side of things and reducing staff by one or two people, though unfortunate, may be beneficial to the overall strategy of streamlining and working towards greater efficiency. BUT, the social science departments could not afford to lose any more than one or two faculty.

Thank you for your time,

#### Reference 4 - 0.04% Coverage

Your recommendations about "Re-design the MA/MS degrees in Anthropology, Sociology, and Linguistics as an MA/MS in Social Science" is troublingly vague. If you mean to merge anthropology's, sociology's, and linguistics' "general options" into a single general masters degree (social science)- then I am okay with this. However, I am profoundly concerned if you really mean to blend all the idiosyncratic master degree options of anthropology, sociology, and linguistics together into one- this would devastate our job prospects as it would be confusing to your job market, as we are not marketing ourselves as social science high school teachers (education doesn't cooperate with graduate students in these programs who want to take higher course level teaching classes, besides we are not necessarily interested in teaching secondary school) or social scientists for big tech companies (even if we wanted, we don't have the business class or data science classes to successfully do so). For example a person whose credentials should reflect their ability to study how human languages work, should not be confused with those who identify humans through their remains.

#### Reference 5 - 0.04% Coverage

## **UM Strategy for Distinction: Feedback**

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Cutting the English department will not help retain students. English professors are already spread thin as is. By further cutting the program your saying you don't care about the liberal arts and therefore are making liberal arts student like myself not want to stay at this school. When we are treated like second-class citizens in comparison to those in STEAM. I for one am Glad I chose to go to grad school elsewhere, where I'm more than just a paycheck for administration who is not connected to the student body .

#### Reference 6 - 0.04% Coverage

As a German major the idea of minimizing the languages department and removing the languages as majors to me seems extreme and ridiculous. To have these as majors provides a broader context of interest and has attracted many students to UM. Having the language department with the variety of languages to study has also lead many students including me to travel abroad and study abroad in order to further focus on our language of interest, which means that students from UM are world-wide encouraging other students to travel to UM and Missoula because we are passionate about what we are learning but by removing those focuses and majors you will lose that passion and interest.

#### Reference 7 - 0.04% Coverage

Removing majors for foreign languages would decrease the lucrativness, and attraction felt by students searching for a degree in a foreign language. The hard work and dedication that the professors within the MCLL put towards their students is beyond reproach. In particular the Russian program, Since 2007, we have had 3 Boren recipients in Russian (the only UM Boren recipients that I know of at UM, during this period), about seven Fulbright recipients in Russian, and about 9 or so US state department critical language recipients in Russian. This track record would be the envy of Ivy League schools and much larger and more prestigious universities. If we want to maintain our prestige and our ability to attract new students, we need to fund these vital programs which make UM stand out as one of the best universities for MCLL. A university job is to EDUCATE their students, therefore, we need to ensure that programs with the College of Humanities and Sciences (such as Russian) are well funded. Funding for athletics is not a priority, and this issue of gutting programs because of budget constraints without make budget cuts in areas that would not effect education, is backwards thinking. Simply cutting programs and smashing others together and calling it interdisciplinary will not fool students in search for a great education, but rather deter them. As I am a student I can assure you that if this were the case for the school when I applied, I would not have applied here. Please understand that I am aware that this situation is complex and difficult, however, education needs to remain the sole focus of the university.

#### Reference 8 - 0.04% Coverage

If you're going to run everything through business, please remember to connect all remaining programs to a business model do when students graduate they will be able to get a job and run the business of their degrees' field. Example: Creative Writing BA with business will teach students to write creatively and run a publishing house, making degree valuable then one with writing alone. Employers will recruit and students will attend if their degree is business- art certifiable.

#### Reference 9 - 0.04% Coverage

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

It is my understanding that President Bodnar is proposing to cut this program or college. As a former, French language student, I beg you to reconsider. Learning French at U of M has opened up so many doors for me as an adult. I have now traveled to France three times and have made close friends with many locals. This year my close friend, Aurore visited me from France. It was her first time in America. Not only did my acquisition of French at U of M allow me to broaden my horizons, but also it has opened doors for those in France as well. Additionally, I spent 1 year teaching English in France, and I am now working on obtaining my teaching endorsement in French. I have taught French for two years now at Red Lodge High School. Because of my connections in France, my students write letters back and forth to French students at the school where I used to teach. In summary, you would be doing a disservice to the students at the University of Montana, and you would be closing doors for Montanans by dropping the Language program at U of M. In this world where minds are more and more narrow and ignorance is widespread closing doors for students in terms of traveling and learning new languages is not the answer. Respectfully, I ask you to reconsider your proposition. Thank you.

#### Reference 10 - 0.04% Coverage

I would urge both the President and the University Planning Committee to truly reconsider the proposals to cut the majors in French, Spanish, German, Russian and Classics. I currently have plans to enroll as a freshman this fall at UM, and I accepted the Presidential Leadership Scholarship on the grounds that I would be able to pursue what I love: French language and culture. I am incredibly disappointed that these cuts are even being considered, and I would like to stress the utmost importance of international languages and cultures, especially when the University of Montana prides itself on its Humanities programs. I do not feel that this is in the best interest of the students, the University, or its founding principles.

#### Reference 16 - 0.04% Coverage

I've heard that the university of Montana is cutting language programs like french, Spanish, German, and more. I think this would be a mistake due to the value these classes can offer to a wide variety of majors and career paths, and would request that the university reconsider not cutting these programs

#### Reference 17 - 0.04% Coverage

The world continues to expand with the furthering of technology. To be effective in making connections across the world we must be able to communicate with others in a way that they not only understand intellectually, but emotionally. To do that, speaking to someone in their first language is the best route as they will feel more valued and welcomed in any community or business. International Languages is an instrumental part of keeping the world connected, and they should be taught as such.

#### Reference 18 - 0.04% Coverage

Please reconsider cutting Majors in languages a part of your budget cuts. My niece is a recipient of th Presidential Leadership Award this year, enrolled at Davidson Honors College has forfeited numerous scholarships, including the MUS Scholarship, to attend University of Montana, majoring in French and International Relations. It is unjust to pull a curriculum for incoming freshman, and current programs should be extended to them. Please reconsider these budget cuts for the 2018-19 school year.

## UM Strategy for Distinction: Feedback

### What is your comment about a program or college?

Reference 19 - 0.04% Coverage

I am a fourth-year senior at the University of Montana. In May, I will be graduating with a Bachelor of Arts in Theatre, as well as a Bachelor of Arts in French. As a student with majors that have been subject to budget cuts, dwindling faculty members, and cancelled classes, a proposal to eliminate the French program concerns me greatly. Though I will not be attending the university when these plans are enacted, I still feel the ruin of a program from which I've learned so much and loved so much.

Because of my French degree, I was able to study abroad in Normandy, France. Studying at l'universite de Caen, I earned a diploma that certifies my proficiency in the language to attend any French university as a full-time, regular student; I would not have to take classes in English, and I could earn graduate and doctorate degrees in the subject I specifically intend to pursue: French Literature of the 17th Century.

I am not a genius; I was not bilingual until my freshman year of college. My success in francophone studies must be largely credited to my studies at the University of Montana. I have been privileged to edify my education under the guidance of lone Crummy, Benedicte Boisseron, Mladen Kozul, and Michel Valentin. Without this department, there would be a great void in my scholarly passions. To deny these sorts of opportunities, as well as many others, to future students would be unfaithful to this university's ideals. We are a liberal arts college. How can we claim to be when we do away with our liberal arts? Furthermore, as a state-funded university, I find it appalling to defund programs based on their "usefulness," or their probability of contributing back to the university after they have graduated. If even some of the funds come from the state, (the residents of Montana who pay for such things) it would be unethical to subject what education is offered to us by bias of program "popularity."

Degrees from these areas of study are not as hopeless and condemning as most assume them to be. With my degree in French alone, I have a variety of career opportunities: translation work, political liaisons, teaching, and this only scratches the surface. However, I am confident that you are aware of all this. I am not naive in assuming that this proposal is carelessly decided upon. Yet, I cannot help but take the time to write to you concerning the matter. After all, we are the students. Without us, there can be no university. Without us, higher education is threatened. So, why chase away students by not offering diverse areas of study? Therein lies a fault in the logic of such proposals: students will not change their majors according to a university; students will choose other universities because they offer programs of their passions.

To go to college and graduate with a degree is a daunting feat. No student can be disregarded because of the "value" of their degree. We sacrifice far too much to only have what we have worked so hard for to be taken away from us. Our college careers will certainly have an impact on the rest of our lives; our education cannot be subjected frivolously.

I sincerely thank you for taking the time to read this. Forgive me for the curt tone of this letter, but no cause worth fighting for can ever be challenged with bowed heads. In all, I care about my education; I care about my peers' education; I care about my professors' careers; I care about what the University of Montana will become. Thank you for your consideration.

Reference 20 - 0.04% Coverage

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

I believe that it is paramount for an accredited organization to offer studies in the field of multicultural languages and literature. As a school in a state that is widely considered to be "desolate", "underdeveloped" and "lacking in diversity" (though these are untrue), it is important that we offer our students the ability to widen their horizons by learning about other countries and cultures, further eliminating the assumptions that people make about the state of Montana and the University in specific. By eliminating departments that many people are interested in (although enrollment is low compared to other departments), we are giving potential students another reason to choose an alternative university, such as Montana State or an out-of-state school, because we don't offer these fields of study. I am a Management Information Systems and International Business major, pursuing a German minor, and I believe that my supplementary education in German has allowed me to become a more qualified candidate for potential careers, as well as a more well-rounded student and citizen of the world. I have made many points that prove that discontinuing the MCLL department would look terrible for the university, and is something that will further reduce enrollment. I understand that we are in a very tight spot as far as funding, but the elimination of significant programs such as the MCLL department reflects on the University extremely poorly, making us seem ignorant and uninterested in the culture and events of the rest of the world, and will only result in more reduced funding. Studying a language will never hurt a student, but not having the ability to do so could be detrimental. As a student, I am very disappointed to hear that this is something that is even up for consideration and this makes me embarrassed to be a citizen of this community. I hope that the elimination of this department is something that will be reconsidered for the betterment of this University and the state of Montana.

Reference 21 - 0.04% Coverage

Dear President Bodnar and University Planning Committee,

My name is Lily Chumrau and I am a junior studying Elementary Education and Spanish Teaching. I am writing to you from Argentina as I have just finished my study abroad program which was made possible through the Spanish Program of the Department of Modern and Classical Languages and Literatures. I felt compelled to reach out because I found your recent email quite troubling. As a University of Montana student who serves on the Undergraduate Advisory Council for the College of Education and a member of various honors societies, I see these cuts in the language departments as a threat to my education. I believe in this university and it was an honor to be able to attend my parent's alma mater as I have seen how successful they currently are in the teaching field, but if Spanish is cut from the university, I cannot see how I will be able to achieve my goal of being a bilingual teacher. I grew up receiving a bilingual education and I believe that all children should have access to learning a second language starting at their earliest years in the education system. Studies have shown that learning a second language has cognitive developmental benefits and also helps in a child's ability to communicate and comprehend information. At the University of Montana I was given the opportunity to receive a degree that would allow me to teach children and in Spanish, but now this career path is in danger. Learning to speak Spanish has opened up many doors for me including this study abroad program which has greatly enhanced my speaking abilities and understanding for Argentine culture. This experience would not have been possible without the Spanish department and our wonderful professor, Pablo Requena. Not only did he teach a class that my classmates and I looked forward to, but he was helpful in all aspects of this program, from communicating with host families to figuring out the bus system. My study abroad program would not have been the same or nearly as educational and enjoyable without Pablo Requena. Please reconsider the deep cuts you are making to the language departments as many students will be negatively impacted by these changes.

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

Reference 22 - 0.04% Coverage

Despite all of the negative feedback about budget constraints and cutting certain programs and majors, I appreciate the status of the computer science department and hope it will continue to grow and receive the recognition it deserves at the university.

Reference 23 - 0.04% Coverage

The creative writing department is already down a number of FTE's to then further cut 6 FTE's from the English department bodes poorly for the university's creative writing department. This narrow undergraduate focus is ruining what had been a top notch creative writing program. It cannot stand alone, it needs a top notch Literature/English department as well. So one goes, goes the other. These short sighted cuts focused on all things undergraduate will be the death of the graduate creative writing program. It's a shame, for a program to have been around for almost a hundred years to have it dribble into mediocrity.

Reference 24 - 0.04% Coverage

I do not believe that Spanish should be included in European studies. It is about so much more than one country in Europe. Spanish includes the majority of Central and South America, as well as being one of the most common languages in the United States. Not only that, but there are many cultural aspects, including many indigenous people groups, involved with the countries that speak Spanish that would not be encompassed by 'European Studies'. In my opinion, Spanish should remain as its own major, to allow for students to fully learn about and understand the language and everything that surrounds it.

Reference 25 - 0.04% Coverage

I would like to express my concern towards the preliminary decisions being made about our university. Removing majors for foreign languages would decrease the attraction and prestige felt by students searching for a degree in a foreign language. The hard work and dedication that the professors within the MCLL put towards their students is beyond reproach. In particular the Russian program, Since 2007, we have had 3 Boren recipients in Russian (the only UM Boren recipients that I know of at UM, during this period), about seven Fulbright recipients in Russian, and about 9 or so US state department critical language recipients in Russian. This track record would be the envy of Ivy League schools and much larger and more prestigious universities. If we want to maintain and eventually raise our prestige and our ability to attract new students, we need to fund these vital programs which make UM stand out as one of the best universities for MCLL. A university's job is to EDUCATE their students, therefore, we need to ensure that programs within the College of Humanities and Sciences (such as Russian) are well funded. Funding for athletics is not a priority, and this issue of gutting programs because of budget constraints without making budget cuts in areas that would not effect education, is backwards thinking. Simply cutting programs and smashing others together and calling it interdisciplinary will not fool students in search for a great education, but rather deter them. As I am a student, I can assure you that if this were the case for the school when I applied, I would not have applied here. As critical languages are become more sought out by government agencies and private organizations, UM needs to maintain, and eventually increase its current reputation for offering majors in critical languages such as Russian, Arabic, Mandarin and others. Please understand that I am aware that this situation is complex and difficult, however, education needs to remain the sole focus of the university and we do not want to

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send a message that is saying that UM no longer values programs that are essential to our way of life. We cannot afford to lose the programs that make UM stand out among other schools. Please take the time to speak with students in these programs so that you can hear from their personal experiences how programs within MCLL has opened doors for them and how the faculty and staff within these programs have inspired them. Thank you for your time.

Reference 26 - 0.04% Coverage

I believe the Modern and Classical Languages department will be better off if individual language degrees were retained, rather than a general degree in Asian Studies or Classical Studies, etc. As a Japanese major, I transferred to the University of Montana primarily because there was a language degree, rather than a general degree.

Reference 27 - 0.04% Coverage

Due to the reorganization of the Department of Modern and Classical Languages and Literatures (MCLL), the Japanese program will be absorbed into Asian Studies major. As a student in the Japanese degree field, I would sincerely urge you to keep the Japanese program as a stand-alone major. Although I will regardless finish my degree in Japanese, I would like to show my support for the continued existence of the Japanese program as a standalone major.

Reference 28 - 0.04% Coverage

As a Japanese Studies major, regardless of whether I will graduate with a Japanese Studies degree, I would recommend keeping this major as a separate entirely and not absorbing it into another department.

Reference 29 - 0.04% Coverage

My name is, and I'm a sophomore at UM, majoring in Japanese. I recently read the university's "Strategy for Distinction" plan and saw that the language departments were subject to the biggest cuts and amalgamations. Japanese being my major, this was devastating for me to read. As you can imagine, I'm very passionate about this topic, so excuse me if I use colloquial wording from time to time; in such cases, a more personal tone will lend itself better to what I need to express.

First, I'd like to point out a pre-existing inequality that I've found as a language student at UM. In the university's general requirements, everyone is required to take two natural science credits, one of which needs to have a corresponding lab class. I completely understand why; learning sciences helps us improve our problem-solving skills and teaches us to look at the world at different angles. Even if we as language students will never again need to know the difference between a convergent and divergent fault boundary, seeing things through a scientific lens makes us well-rounded.

But some majors, twenty-five in total, get their Modern and Classical Language requirements waived, which brings me to my first point: a language class is more than just the linguistic elements. Through language learning, we learn about different cultures, which in turn fosters empathy. If our school is truly dedicated to producing well-rounded, open-minded individuals that can interact in a global setting, we shouldn't deprive students of the opportunity to learn about something as important as culture.

## **UM Strategy for Distinction: Feedback**

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Meanwhile, the language students are forced to take two classes that have no relevance to what they're trying to accomplish academically.

But, if producing well-rounded, open-minded students is the argument, one can also argue that language classes function in much the same way as science courses. Though we may never need to know the German word for "mirror" at any point in our lives, the process of learning a language gives us the ability to see the world through a cultural lens. And through it, we can better understand why people/societies do what they do, much like how through a scientific lens we can better understand why the world does what it does.

So, if UM claims to want its students to be "well-rounded," every student needs to fulfill these language credits, just as we students fulfill all the other categories. Not doing so deprives students of their opportunity to develop this cultural lens, which is extremely culturally insensitive.

Which brings me to my first grievance with the proposed strategy for distinction: cultural insensitivity. When someone asks an American, "What are you?" ethnically, people usually respond with specific lists of their lineages. For example, I'm Finnish, Norwegian, Irish, English, German, and Italian. As Americans, we identify with these countries since our families have moved to where we are now over the last few hundred years. I've never heard someone say, "I'm European." This is because each European country is unique, culturally and linguistically. To lump cultures all together as "European Studies" is completely fallacious, if not racist and culturally insensitive. I've taken French and German classes, and have independently studied Russian, Italian, and Spanish to varying degrees. Though these countries are neighbors geographically, they are vastly different politically, culturally, and linguistically. I almost laughed aloud when I read that Russian was among the classes being amalgamated because, not only is it a Slavic language, as opposed to a romance language like French or a Germanic language, but Russian has a completely different alphabet. So, while it's true that there are other relatively similar languages among the classes that will be incorporating into one another, someone that is Italian has absolutely no chance of being able to read anything in Russian. Russian is so entirely different from all the other languages that the university is planning to consolidate, it highlights even more how little consideration has been given to the programs that are being haphazardly thrown into one major.

The same goes for the "Asian" languages. I've studied both Japanese and Chinese at the University of Montana, and because of those classes, I see how vastly different the two languages are despite their geographical proximity. Though Japanese and Traditional Chinese share many of the same written characters, their grammars are completely different. In addition to this, Japanese people can't read simplified Chinese characters, and they are worlds apart phonetically as Chinese incorporates crucial tonal elements and doesn't conjugate its verbs, while Japanese largely expresses itself through conjugation. They're also worlds apart culturally as languages. Japanese has tiers of politeness depending on a person's relationship with whom they're speaking, while Chinese is more like Spanish in the sense that it has a formal way of saying "you", but other than that, doesn't vary largely depending on social context.

And what is to happen to the Arabic program? In our society, Islamophobia is extremely prevalent. One way of combating this is by offering Arabic courses. Through these classes, we see that, just like English, Arabic has words for "table" and "apple" and "coffee." I strongly believe that through the learning of Arabic, we humanize the language and cultures, and we can see how irrational and ridiculous any of our assumptions about people of Arabic-speaking origins are. It is our social obligation as a university to, as

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

it says in the strategy for distinction, offer programming that “gives students a well-rounded educational foundation to navigate our complex and quickly changing world.” I urge you to preserve this program at any cost for the sake of teaching cultural tolerance, appreciation, and ultimately, acceptance.

My sister graduated from UM in 2016 with an Arabic minor. She took 2 years of Arabic and I myself have attended the Mound of Olives Arabic Club. Samir Bitar, a lecturer in the Arabic department, is the epitome of kindness. According to my sister, he teaches at a steady pace and makes Arabic fun to learn, while his colleague Khaled Huthaily is stricter. The Arabic program is well-balanced with these lecturers, and each is essential for the program. Having an Arabic program is a privilege and should be a feather in our administration’s hat. By having the Arabic program, we’re promoting the ideals of a progressive and inclusive university.

Being a native Montanan, I can say that we aren’t exposed to other cultures in our daily lives. For some students, taking a language class at UM might be the only opportunity they have to have a unique linguistic and cultural experience. When people aren’t exposed to something, it’s easy for them to be afraid of it and misunderstand it. And from these misunderstandings comes bias, hatred, and unfortunately, violence. It’s our responsibility to try to prevent this naivete. These classes are an invaluable experience for the native Montanan demographic that is mentioned in the strategy for distinction. We as Montanans are, as all people are, a product of our environment; it’s not our fault that we haven’t been exposed to these things yet. These classes are our opportunity to see things that we simply haven’t had the chance to see.

And finally, the students need to be considered. When someone goes to college in hopes of getting a French degree, they aren’t going to be thrilled about a “European Studies” degree. They are interested in French. These people looking for a specific language as a major aren’t going to settle for UM’s “European” or “Asian” studies major; they’re simply going to attend MSU, where they have a French program. If the university doesn’t have the major we want, we aren’t going to go there. That’s what it boils down to.

And on a personal note, I think the most insulting part of all of this is that the administration is, in essence, telling me that I don’t matter. I’m currently studying abroad in Tokyo, spending 19.5 hours in class per week studying Japanese language and culture. I’ve dedicated my life to studying Japanese, and I work hard every day to master it. I’ve been spent thousands of dollars to get here and have sacrificed a year of my life away from my friends and family for the sake of improving myself. And to hear, during all of this, that my administration is going to just get rid of my major? By reforming these programs in the way that has been proposed, the administration will be actively showing that it doesn’t care about all my hard work. It doesn’t care about any of the sacrifices that I’ve made, or about the future that I have. Knowing that my own university thinks that what I’m doing with my life isn’t worth their time or funding is so insulting.

Two majors? Only two majors to allow students to interact with the numerous ethnicities, cultures, and histories of the vastly different people and ideologies that comprise the world that we live in. That earnestly breaks my heart.

So please, I implore you to reconsider the plan that’s been proposed. I know that I’m just a student, and that what I say has the least amount of weight among anyone that could have written this, but this will affect your students’ futures in so many ways. Not only will they be denied cultural and

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linguistic opportunities, they'll be robbed of the chance to develop a more deeply-rooted sense of empathy. Condensing all of these unique and vivacious cultures into two categories is severely culturally insensitive. And, simply put, the students that come to UM for its language programs will go elsewhere. Without the language programs, the University of Montana will have lost a beautiful and defining part of its curriculum.

The decision is yours, but please think of the people you'll be affecting.

Thank you for your time; I hope you've been enjoying the sunny days during our temperamental Montana spring.

#### Reference 30 - 0.04% Coverage

I find this affront on the MCLL department to be unwarranted. Our enrollment has dropped by 45%, the university as a whole over this time has decreased by 30%, so naturally our enrollment would decrease to correspond with the net loss. Now, a 15% decrease in enrollment is concerning, though not enough to warrant the loss of 7.5 faculty positions. Why? Because as enrollment has decreased and faculty have become concerned about the present situation at this university they have left to pursue better options, leaving vacant positions in the department that have not been filled- what happened to Italian? If you cut faculty you are cutting whole languages, and it is some of the smaller languages that win the most awards, how many students from Russian and Arabic have won CLS scholarships? The German section had four graduates in 2017, and all four have since been awarded German or Austrian Fulbrights. That's not an oddity, in part because we have great students, but also because we have fanominal professors who want students to succeed. It is for my professors that I am writing this, I will graduate next year, and once I have my degrees (in German and Russian) the failure of this university will have no direct impact on my future, but it will have an impact on those professors who have made all of the difference to me during my time here. I cannot go into one of my professor's office and not have them tell me about an opportunity that they want me to apply for, and that I can always ask for a recommendation. If you get rid of these professors, you are not just cutting costs of paying their salary, you are taking away the only people at this university who actually care about students.

#### Reference 31 - 0.04% Coverage

...

#### Reference 32 - 0.04% Coverage

I came to this school to get an education. While getting that education I will have experiences, connect with others, and better my opportunities for a good career. But what I came here to do, is to learn. It is in these difficult times at the University of Montana, what is called a research university, where we must decide what is the most important, research, or being a university. Professors and staff who are employed at the university to be educators, should be solely teaching. They should not have to worry about their research and profitability, but about their students. Other professors who prefer their research over a 500-person Urey Hall Lecture, should be spending their time doing research. If individuals are able to focus on what they do best that still supports the whole, our system and society would run more efficiently. Not only would such a consideration when hiring and firing employees benefit the university and its funding, but the students, who will then feel like they have a voice.

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The truth is, the University of Montana is far from sustainable. The absolute majority of our funding comes from the outside (enrollment and the state). Until the university starts bringing more revenue from within, it will continue to have to make these cuts and drastic draft proposals. The programs at UM bringing in their own revenue are not facing as serious alterations and cuts as the other programs. If each program provided even a small portion of their own budget, it would set the entire university on the path to long term success. To begin, the language programs can use their unique qualities to enrich the education of their students but also bring in revenue for their department (and the entire university). People are eager to read global news, events, and learn about other cultures. If the graduate students and hardworking undergraduates, translated pieces of literature (that had not been translated before) as part of their final project in a class or their major, these translations could be published. The published translations would then be available for future students to read and purchase, but the entire world as well. As well as in the language departments, literature and English departments could be publishing as well. Not only would the students publishing their work be putting their names and best artistic expressions into the world, but they would be profiting the university (if these published books were required in the classroom). The same goes for other creative writing courses and literature courses as well. Although it is nice to read a diverse book every year for the UM book of the year, most students would prefer to read something written by a fellow student, staff, or alumni. By removing staff and classes within these smaller less profitable programs, the university is limiting the opportunities of their students, future students, and their chances at drawing in revenue.

The university could also use a strip of land to convert into a place of agriculture. Over the summer, students could receive college credit for working and educating themselves on farming practices. The Food Zoo could use their harvests as well. Forestry students could study the soil while environmental studies students start a compost of all recyclable food waste on campus. This would not only add depth to specific classes and increase hands-on-learning, but create an alternative to trash bills with simple practices. These small changes are not solutions, but they can help to keep UM alive.

I am just one of many students and faculty who are devastated to see the humanities and language programs being hit so hard in this draft proposal. The study of language is one of the most important areas to educate ourselves and the oncoming youth. In the University of Montana Strategy for Distinction, Montana Ways are defined as, "what we value in a core curriculum." Languages are important to our Ways of Communication, Ways of Creating, and Ways of Knowing. Without the opportunity to study and explore languages as specifically as possible, the students and faculty at the University of Montana will not be able to translate literature, connect with foreign nations, and deepen the individual. The University of Montana Strategy for Distinction not only provides a list of Montana Ways, but six UM Communities of Excellence as well. The first item on the list, is Artistic Expression and Communication. In today's modern world prompting global connection and originality, that means language. Language is a fundamental piece of education, to this university, and our Ways of Living. By combining all language majors into two options (where some languages are not even included geographically) the university will not save a large amount of money in the long term. Most of these small language programs do not take a lot of revenue to run, and the staff running them are already working overtime to provide their students with the best education they possibly can. Language professors are extremely knowledgeable in their area but will be unable to effectively teach other languages. In other departments this is not the case. The University of Montana needs to look within and ask what can be done to help UM press towards the future without removing horses from the herd. There is a place for everyone at the University of Montana, but this draft proposal does not iterate such a concept well. As I write, I still do not feel I have a voice. I know some professors and staff believe that asking questions and requesting changes will not seriously affect the outcomes of this time of change. I believe administration needs to have more connections to the students and staff outside weekly

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meetings and ASUM. To be more accessible, visit classrooms every couple months and ask questions. It is not fair to wait for others to ask questions of you.

The University of Montana has to stop waiting for the future to hand us all our cherry colored bicycles. Instead, we must walk towards the sunrise and meet the future with sustainable practices and a UM community that feels fulfilled as well as educated.

#### Reference 33 - 0.04% Coverage

RE: "European Studies" and "Asian Studies" The reorganization of this department is reductionist. Reducing an entire language/program back to it's colonizer's roots is distasteful to say the least. The reorganization also does a disservice to students enrolled in it. A degree in French, Spanish, or Russian is far more marketable than a degree in "Asian Studies" as it is far more specific.

#### Reference 34 - 0.04% Coverage

The idea of reorganizing the graduate programs in anthropology, sociology, and linguistics into one single graduate program under the Social Sciences umbrella is one that will inhibit students in the long-term. A MA in Social Science will mean nothing outside of this university and will create an automatic disadvantage for students wanting to pursue PhDs or careers in their specific field.

I am a second year graduate student in the Forensic Anthropology graduate program and will be graduating this May so this change may not affect me directly, but this department has come to mean enough to those of us who are currently in it that we all feel harmed by this proposal.

This program and the opportunities I have had opened to me through it have led to experience in active forensic casework, DNA extraction training, and ultimately, a completely grant funded thesis project.

This well-rounded combination of such training and experiences would not have been possible without the amazing and supportive faculty the Anthropology department currently houses and to reorganize their program would not only make their difficult job that much harder, but would also dissuade future students from choosing the University of Montana as their graduate school of choice.

You have to understand that Anthropology is already an incredibly interdisciplinary field, incorporating genetics, history, biology, chemistry, criminal justice, and a number of other fields and concepts within our work and education. But as interdisciplinary as it is, it is still its own field with its own goals and theoretical frameworks; it serves an independent function from other social sciences and to group it with them is to lose the point of it entirely.

I know that I speak for the Anthropology department as a whole; those who are currently a part of it, those who once were, and those who hope to be in the future. We beg you to reconsider your proposed plan to reorganize the Anthropology graduate program under a MA in Social Sciences and instead, support the department and all it has to offer.

#### Reference 35 - 0.04% Coverage

Sociology and Anthropology are different subject material and do not overlap. By re-designing the master program for these departments into one would be detrimental to the students ability to further their education or obtaining a job. In hopes to save money this would in reality have the opposite affect because potential students would not come to this school to receive a degree of MA/MS social science that in the end does nothing.

#### Reference 36 - 0.04% Coverage

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Students majoring in a foreign language cannot be reduced to just “European or Asian Studies.” Those of us who have chosen to make a language the focus of our studies are not studying Europe or Asia. We are studying literature, conjugations, usage, grammar, written and oral expression, culture, and history of one very specific language. To me, this would be the equivalent of changing English or even Linguistics majors to “American Studies.” This is ludicrous because, as we know, majoring in English in more ways than not has nothing to do with America. Most authors they study aren’t American, nor is the region in which the language is primarily spoken even relevant. A student who has studied Spanish would likely know very little about the culture, history, or language of Germany, Portugal, or Greece. All of which are European countries. Conversely, they would probably be able to tell you a lot about South America. This is one small example of how reducing a foreign language major to simply “European or Asian Studies” is doing the student an incredible disservice by completely misleading what their area of study is. I myself have been learning the French language since I was 12 and am currently living in France. I have spent nearly half of my life devoted to the culture, history, language, and literature of France. Not Europe.

Eliminating foreign languages as major options is counter to the interests of what should be UM’s #1 priority: its students. Not everyone wants to be a business major. Not everyone aspires to work in sciences. We need languages because we need teachers, diplomats, and people capable of international communication, perhaps now more than ever. Insufficient funding is a poor excuse for effectively preventing the future UM students from gleaning a multinational world view, from learning to communicate with an entirely new and more diverse population of humans, and from developing skills and knowledge in the kind of intercultural communication we so desperately need to be encouraging these days.

Ultimately, eliminating an entire family of majors cannot be a feasible solution to our current crisis. Students looking for languages as a field of study will likely choose other schools that value this choice, which is counterproductive considering our trend for dwindling enrollment.

#### Reference 37 - 0.04% Coverage

As a graduate student in creative writing, I write to express my concerns about the proposed cuts to the English department. The loss of 6 F.T.E. faculty members will weaken the department and will devastate Montana's historic creative writing program. Many of our fantastic creative writing faculty are projected to retire within the next two years. Without new faculty, there will not be enough instructors to sustain the program. The student to faculty ratio will rise to unacceptable levels, and course offerings will plummet. The effects of these cuts will trickle down to undergraduates as well. Graduate students teach many introductory classes; what caliber of graduate student will accept a \$9,000 stipend at an understaffed program? These cuts will lead to a decrease in the quality and diversity of instructors on campus, with harmful implications for undergraduate learning and enrollment.

Though President Bodnar has expressed his support for the liberal arts, the proposed cuts to humanities programs make me question the truth behind his words. The university that would exist after these cuts resembles a polytechnic school, not a flagship liberal arts campus. I am concerned that we are not asking wider questions about the value of humanities departments to students' education and development. For example, though English many have lower enrollment, might its students graduate with stronger critical thinking skills? How is that being taken into account? Moreover, the proposed cuts

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appear to be less rooted in student learning than in a deliberate defunding of the humanities. The Business School has also seen declining enrollment, yet it is not being targeted for cuts.

The proposed cuts to English will dismantle our campus's historic, vibrant creative writing program. It is much easier to destroy a program than build one, and I am heartbroken to think of this incredible community of writers, students and teachers coming to an end. When I read the stories of my students, when I see them dig into a text carefully and critically, when their faces light up with connection, I have no doubt that creative writing is making this campus a better place. Writing is still attracting students to this campus; cuts will drive them away. Please support this program by scaling back on cuts, restoring the P.O.N.D. grant and affirming your commitment to liberal arts, in deeds as well as words.

Thank you for your time and consideration.

Reference 38 - 0.04% Coverage

My name is. I am originally from Twin Bridges, Montana, where I graduated in 2015, and I am currently a junior here at the University, where I will graduate next spring with major in English Literature and Creative Writing, as well as minors in German, History, and European Studies. After reading the draft of the Strategy for Distinction last week, I've spent a lot of time considering the implications of what these recommendations would mean for myself and the future of my programs; I've also spent a lot of time in conversation with my peers and colleagues about our concerns regarding these recommendations and the future of the University as a whole. I write to you today, after many many drafts - because as any writer knows, one never submits their first draft - to urge you to reconsider the recommendations regarding the Modern & Classical Literatures & Languages and the English departments, and, in addition, address some ideas regarding the enrollment issue, which, one could argue, is the root of the budget crisis we are facing today.

The humanities, but particularly MCLL and English, are going to suffer the worst under this proposed plan. These two departments are the cornerstones of the College of Humanities and Sciences. Take away English and the languages, and the entire college will crumble. This is due in part to the interdisciplinary nature of the programs: in order to graduate with an English degree in any option (Literature, Literature & the Environment, Creative Writing, Ecocriticism, Teaching, Linguistics, Film), one is required to take two years of a foreign language. Two years of a foreign language is then half of the required credits to obtain a minor in that language. Many students do then go on to minor in a language, because half of the work has already been done, and then upper-division courses in culture and literature count towards required the English degree and enrich the experience and knowledge of the student. This has certainly been the case for me. A great concern I have with the recommendations is that they do not take into account accurate data. The data this plan is based on stems from majors, but does not take into account the number of students who graduate with language minors, nor the students who have chosen not to pursue the minor, but have nonetheless benefited from instruction in a foreign language.

One may then argue that the language requirement should be removed from the English degree requirements. This is a solution, but not a good one. For one, it puts students who are planning to attend graduate school at a severe disadvantage because many graduate programs require at least minimal instruction in a foreign language. Another issue is that many students who major in languages go on to be teachers of that language. If MCLL is gutted in the way currently suggested, not only are

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students losing opportunities to pursue graduate degrees, but the state of Montana - whose current primary school foreign language curriculum is lackluster at best - is severely disadvantaged because there will be no more foreign language teachers. This would put Montana's youth behind nationally and globally in a skill that is absolutely critical in a globalized and technologically connected world. Learning a language at any stage of life quite literally expands that person's horizons, as well as makes the student more culturally sensitive and empathetic, a trait that is severely lacking in the nation today.

After MCLL, the English department would be taking the greatest blow. As espoused in two recent Missoulian articles ("University of Montana grad wins Pulitzer Prize for fiction" and "University of Montana creative writing program at tipping point as budget cuts loom, UM has a quality English department, and our alumni and faculty do amazing work in their respective fields. There seems to be a disconnect between the accomplishments of graduates and the treatment of the department. In order to continue perpetuating that success, the department must have faculty and support. I have had the privilege to work with intelligent, caring, and amazing professors in the English department over the past few years - Katie Kane, Ashby Kinch, Erin Saldin, to name a few. What makes the English department so special is that the faculty are truly invested in our success, and continually push us to reach our full potential by challenging us with exciting and interesting curriculum that often performs the kind of interdisciplinary work espoused in the Strategy for Distinction. The English department and the work its faculty does are the epitome of a shining liberal arts education. The department encourages interdisciplinary work, teaches imperative communication and critical thinking skills, and prepares its graduates for any and all of the challenges the future may hold.

Obviously, the University is facing many challenges itself and changes must be made. One major culprit behind these current problems is enrollment. For the past several years, enrollment has been in decline, and I want to offer some solutions to that. My younger sister is currently a junior in high school - the age most teenagers begin thinking about their college options. She is smart, talented, and could attend any school she wants to. As I mentioned earlier, I am a native Montanan. I remember my own college search and receiving multiple postcards and other promotional material each week from MSU, Carroll, Tech. I remember receiving very little promo from UM. Granted, that was awhile ago, and my memory could be faulty. However, I get snapchat from my sister now that show me piles of paper from almost every school in Montana except UM. At the most basic level, prospective students won't come to UM, won't even apply to UM if they don't even know it's an option. I suggest an overhaul of our current advertising and recruitment campaigns that focus on the unique programs that UM has to offer: nationally recognized English department, rare language majors, the Forestry program, our wonderful and dedicated faculty, instead of belabouring the sports and outdoors aspect. The Strategy for Distinction stresses the importance of engaging with the wider Missoula community and Montana communities as a whole. The best way to do that is to recruit and retain Montana's brightest high school students and provide them with a quality liberal arts education so they have the skills and knowledge to face and tackle the challenges presented by living in a rural state in a global world. The humanities teach those necessary skills.

I thank you for your time, and again urge you to reconsider the recommendations regarding MCLL and the English departments.

Reference 39 - 0.04% Coverage

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After having talked to several Professors I am concerned about the NAS becoming part of Environmental Studies as we could lose many Indigenous Students this way. I am also concerned that a Professor for Environmental Science Water Studies has not been hired to replace Professor Watson.

Reference 40 - 0.04% Coverage

Having previously worked in admissions, I see the need for the program restructuring. And as a business student with a dance minor I actually can see the benefit of integrating theatre and dance more. However, if the dance program loses any of our small amount of faculty, I do not see how that would benefit the university financially. First because we have so few faculty that the cut would not make a big enough difference in the overall budget. Also because if you cut even one or two of the faculty from dance you will almost certainly lose many students from the program.

Reference 41 - 0.04% Coverage

I am a student pursuing a master's in economics. There are only 7 professors in the economics department and each one has been critical in my development and learning. I consider myself fortunate to have access to their wide range of expertise. Additionally, their unique personalities and teaching styles benefit me by allowing me to seek one-on-one help or advice in different areas from each one depending on the situation or topic. Often I have found myself approaching several of them with one question on my mind and coming away with a deeper understanding of the answer than I expected. Finally, I would like to add that it seems Dr. Matthew Taylor is in danger of losing his job since the recommendation states that the Econ department should reduce faculty by 1 FTE and he is the most recent hire. I want to voice my opposition to this possibility. Without Dr. Taylor I doubt I would have found my way into the economics MA program, and I am very happy that I did. Although I have not taken many classes from him, his encouragement and guidance have been invaluable in my life. Thank you for taking the time to read my comments.

Reference 42 - 0.04% Coverage

I am concerned about the proposed Strategy of Distinction. I am primarily concerned with the section regarding languages and I really hope that the administration reconsiders gutting a vital department on our campus.

I understand the metrics used to decide where to cut faculty and programs and I also understand that if a department is underperforming it cannot continue at the rate at which it is currently, which is why I have been very torn up about my position on this issue. However, I believe there is a certain value to a language degree that cannot be overlooked and should be taken into account when determining where cuts will be made. Instead of cutting all language majors, they should be better advertised and get more support on campus (though not necessarily financially).

Even though I am not a language major, I have taken four semesters of German and believe you are doing wrong by this department. Because I care about this issue and I am an ASUM Senator, which means I have a responsibility to the students at this university, I helped organize a meeting for the language students on Monday, April 23. With only two days of advertising, over 50 students showed up to talk about the proposed cuts. Instead of just giving my reasons for believing that this proposal is

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wrong, I will present you with their reasons, thoughts and ideas (there are solid ideas for moving forward near the end of this letter):

Students are concerned that without a distinctive major in their language, the proficiency levels will drop. They cited examples from the current East Asian studies program, where a student only has to take two years of Japanese to earn a degree instead of four.

Students seek out our university for a variety of reasons, and we are one of only a few low tuition schools with a solid language program. This could affect our out-of-state enrollment.

The idea of grouping all languages and cultures into two groups is insane. Languages like Spanish do not fit into these groupings. Also, upper division Spanish classes are full.

Our world is moving increasingly into the global sphere. To be competitive in our fields, we need to emphasize learning a second language.

UM is partly to blame for low language enrollment numbers because it does not advertise properly, it doesn't allow for cross-listing, which basically means that only German students can see what German classes are offered, even if they are open to other majors, like an upper division German literature course, and in some majors, students are restricted to what type of language they must take, like in music where it is heavily suggested to take either German or French.

Students are worried that if these cuts take place, the first programs to go will be smaller languages like Arabic, Hindi, and Chinese, which they see as crucial languages to learn in our present time.

By cutting 7.5 FTE that essentially reduces the faculty by almost half, after it has already been cut down significantly in the past five years. Students are worried that this will degrade the quality of education, especially if tenured professors are replaced with newer professors who might not know the material as well.

Incoming students looking to major in a language will flock to Montana State University, when our university is supposed to be known for a liberal arts education, not theirs.

Here are a few reasons why students value their language education:

The students present at the meeting are looking to do these things with their degree (most are double majors) and don't think it would be possible without distinctive language majors:

Teaching abroad

High ranking gov/military

Interpreter/translator

International relations/foreign service

Work in major field abroad

International audits

International fiber optics company

Fluency

Peace Corps

International law

Graduate school

Business abroad

Research abroad

CIA/Other branch of government

Ambassador

Reporting abroad

Design technology

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A well rounded liberal arts education is not complete without language learning.

In order for Americans to overcome the stigma of lazy and selfish, we must learn to speak to people in their native tongue and not rely on the fact that most of the world learns English from a young age.

We want UM to be known for producing students capable of taking on a global world, and programs like Franke GLI, the Mansfield center, and the Global Engagement Office will suffer from this decision.

Now, we understand that tough decisions have to be made, so we created two categories of ideas and requests for moving forward, one short term, and one long term. I will start with the short term.

If the languages MUST (we prefer for this not to happen) be combined, combine the languages into a single language major, with concentrations in each of the languages.

Remember that each language and culture associated with that language is unique and must be looked at individually. Within this decision, we do not want to see the smaller programs cut or for any less languages to be offered.

A department cannot run with only ten FTE. Please reconsider the amount of FTE cut. It could mean the difference in a quality education.

Now, some long term ideas and possible solutions:

Advocate for the languages in local high schools, especially the ones that teach some of the languages that we offer majors in. It could sway a student to attend this university if they can continue learning a language they started in high school.

Increase advertising for all departments and for enrollment in general and advocate for all of the languages, on campus and off, not just the few popular ones.

Allow for cross listing of classes to increase enrollment in upper division language classes.

Target students at smaller high schools who haven't had the opportunity to pursue a language before (like at my high school in Polson, where we only offered Spanish).

Advertise scholarship opportunities (there are a lot associated with languages) and work with different departments to advocate for learning a second language (like the business school).

Reach out to alum to hear their stories and help recruit more language students, and at the same time dispel the notion that languages are too hard to learn (especially ones like Hindi and Arabic).

Organize more events such as the International Festival and the Language day where we can get students and the public excited and interested in learning language.

Though our numbers may be few as of now, the language department has a lot of ideas for the future and are some of the most passionate and dedicated students at this university. These students want to become global citizens and I think it is the duty of this university to ensure that we are providing the best possible education for these students.

Reference 43 - 0.04% Coverage

I strongly disagree with the extreme cuts across the board to language programs. These programs are extremely important to students success in our globalizing world. I was told I could take 3 years of Arabic when I first choose this school and now will only be able to take 2. This is very disappointing to me and I am considering transferring due to it.

Reference 44 - 0.04% Coverage

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I am a graduate student in English Literature (Ecocriticism), and I also attended undergrad here, in the same program. I was out of town competing in at the Bryan Clay Invitational track meet for University of Montana when your recommendations for the "Strategy for Distinction" were announced. My purpose in writing this comment is to inform you that these recommendations will achieve the opposite of the intended effect, as state by their title. Distinction cannot be achieved by eliminating those who make it possible.

The recommendations suggest cutting six full-time faculty in the English Department, and I have been informed that the interim Provost has suggested that all six cuts will be made to specifically the Literature section of the English Department. This will de facto mean that the entire program will disappear. Oddly enough, this seems to be in response to the article about the Creative Writing program which recently came out. Since Literature professors teach creative writing students as well, this cut does not make sense.

Such a recommendation is illogical, as the English Department was congratulated by interim-president Stearns. Not only is it a high-performing program, but it is a necessary one, and one that could--if allowed to foster--help UM achieve distinction. For instance, there are nine incoming graduate students to English Literature alone (as opposed to five in 2017, of which I am one). Such growth demonstrates that this program is desirable and profitable. Further, the Literature and the Environment option (undergrad) and Ecocriticism option (grad) are subsets of the English Literature program that are attractive and unique. They are programs that students come to UM for, as UM is well situated geographically to attract such students, and they are programs not offered by many other universities.

By cutting nearly all of the faculty of the English Literature department, or, if your interim-provost was wrong, and these cuts are to the entirety of the English Department, the administration will eliminate a highly desirable and well-performing program. The reduction of six faculty members, either way, is catastrophic, and will not help the University of Montana achieve distinction.

Since I have been here (I am concluding my fourth year), the press surrounding the University has gone from bad to worse. For the last two years, cuts have been proposed, which have prompted negative reactions. If the University truly wishes to achieve distinction, it will stop removing those who make it happen, as this only further erodes UM's image. For distinction to be recognized, UM must do something positive for its faculty and students, which is radical enough for it to get national recognition. Continuing to attempt to cut faculty will not help the University stand out in a positive way.

### Reference 45 - 0.04% Coverage

As a Spanish major, I would not have chosen to come to the University of Montana had my degree instead been "European studies." Spanish is the second-most spoken language in the US, not to mention Latin America (as the Strategy for Distinction does not). The majority of the 4 faculty members in the Spanish department focus on Latin American literature. I think in the US, in 2018, UM's future academic program structure must take into account the importance of Spanish as a part of UM and its curriculum. I support the proposal of some Spanish faculty members to include Hispanic studies as one of the future "area studies" sections.

I have used my second-language skills in the real world and, unlike some students in other programs, my classmates and I will leave our degree program functionally proficient in Spanish. Upper-division classes

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in-language are critical for students if our language degrees are to be useful, and these offerings have already diminished, but my 400-level classes are full. In addition, many of my classmates are studying Spanish teaching and have already used their dual language skills working with students in Missoula schools. Spanish teachers are needed in the city of Missoula and the state of Montana.

The UM-Missoula mission statement states that the “university educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities,” as the language programs do and help other programs to do. My Spanish classes have opened my world to diverse people, literature, and ways of thinking in a different way from any of my other classes at the University of Montana.

Reference 46 - 0.04% Coverage

I hope I’m not too late. I’m currently half way across the world in Kyrgyzstan, making it a little difficult to stay up with the news back home. I would like you to consider my two cents worth before you bring any major changes to the Modern and Classical Languages and Literature Program at UM.

I started in the Russian program in the fall of 2016 as a sophomore. I didn’t join because I had a life long dream of learning a different language. I didn’t join because I had any connections to the Russian language. And I certainly didn’t join for the fun of it because the first few months of Russian were anything but fun. I began learning Russian so that I could go abroad to do wildlife conservation work in another Russian speaking country. With the help of UM professors and staff, I received a Boren scholarship for the 2017-2018 academic year to study Russian in Kyrgyzstan.

Russian is not even my major. I am studying Resource Conservation with a minor in Wildlife Biology. But the ability to speak this language has unlocked opportunities for me that have proved more valuable than I can express. I knew I could go abroad and do wildlife research only knowing English. But I wanted more than that. I wanted to sit down and have conversations with people. I wanted to know their views of wildlife and land conservation. I wanted to hear what they are doing and share ideas of how we can improve our world’s system. Though my Russian is still a work in progress, I have had many opportunities to work and speak with the locals, learning more about who they are and the conservation work they are doing.

This is one example of the glorious fruits that are being produced from UM’s Russian program. Without this program, I know it would not have been possible to receive the Boren scholarship to Kyrgyzstan.

Starting Russian language at

UM has been vital to all of my successes in the last year. At UM, countless students have been positively impacted by the entire Modern and Classical Languages and Literature program. It has created opportunities for students to learn about other languages and cultures, then go abroad and experience it for themselves.

The Modern and Classical Languages and Literature program already has a number of limitations due to funding. To consolidate it even further would be detrimental to the university. We call ourselves a school of liberal education. Then let’s keep it that way by continuing to expand the worlds of our students. Whether a student chooses to intensively study a foreign language for their major or to study it in addition to another major, this program is encouraging students not to live in a country of closed-

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borders, but instead a world of diplomacy and international relations. It gives us the opportunity to experience foreign places and people, which we can then bring back to our small world in Montana.

Reference 47 - 0.04% Coverage

Moving economics under math doesn't make sense for a number of reasons.

First, economics is a social science, not a hard science. Placing economics with hard sciences and math suggests it is incapable of error. This association with more pure sciences cheapens both; when economics inevitably errors in predictions, it casts doubt upon the math it is associated with.

Second, more students are economics students taking courses and advising from other social science majors than math or computer science. Moving economics to math less closely aligns the divisions that should be placed together.

Finally, the great Adam Smith's *Wealth of Nations* was a study of political economy. Divorcing economics from the reality of its political nature is like divorcing peanut butter and jelly because peanut butter also goes with bananas. Moving economics to math sends a poor signal that economics is infallible that economics equations, which try to explain the real world and the people in it, are unwaveringly true as the quadratic formula.

Reference 48 - 0.04% Coverage

To the People in Charge,

The mood was heavy in German 202. The usually jovial atmosphere had instead been infiltrated by a mixture of exasperation and a fair bit of doom-and-gloom. Even before our professor entered to give her own side of the bad news, the fate of the language departments and the German major program had rippled across the room. We'd heard about the proposal from President Seth Bodnar to tear apart the department and cobble it back together like some crude version of Frankenstein's monster. We'd seen the numbers of how many of the teaching staff "people who have a direct impact on the quality of our education" would be unceremoniously ripped from the university if this "Strategy for Distinction" goes through.

These decisions, particularly of the gutting of English and foreign languages, are currently buried underneath a field of contradictory rhetoric. President Bodnar, in the intro to his extensive recommendations for university improvement, talks about how the University of Montana gives "students a well-rounded educational foundation to navigate our complex and quickly changing world" (1). He praises the school for allowing students to "gain important career skills such as written and oral communication [and] cross-cultural understanding" (1). Yet, the primary departments bearing the brunt of the hammer-fall are the very subjects that teach and promote these skills. As an English major, I've learned to read between the lines of these recommendations and see how the intro doesn't match the proposed 6 cuts to English department faculty and 7.5 cuts to Modern and Classical Languages and Literatures department faculty (11).

Almost none of us in the Intermediate German class are required to take it. Instead, each one of us finds value in our attendance. We have a business major, STEM grad student, a history major, and a handful of English majors such as myself, to name a few. When the idea that there's no value in learning German came up, most of us had a visceral reaction. Our practical uses for learning a foreign language are varied. Most wish to interact with the world outside of Montana once we've worn that cap and gown. After all,

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how can you be a part of the world if you're insular? When President Bodnar says he wants to "celebrate another 125 years of excellent service to students, the State of Montana, and the world" (2), how can we do that if we're cut off from the world? If we can see the value in an education in a foreign language and the histories and cultures of other countries, why can't the administration?

Later in the day, the mood in my Literary Criticism class was much the same. As several of my fellow students waited outside of the classroom, our usual talk of literature was set aside to anguish about President Bodnar's recommendation to cut 6 faculty in the English department. We chose to come to this school and pursue English degrees because of the fantastic reputation of the program. After I had been accepted at the University of Montana, my mom told a woman she'd helped change a tire on the side of a Montana road that I was going to be attending UMT in the Fall, 2016. A great smile broke across the woman's face, and so started a long conversation on that hot roadside of how amazing the creative writing department is "how accomplished the literature professors are and what kind of value they add to students' education. Sure enough, finishing my second year here now, I know that the mystery woman in love with the English department was on to something. The University of Montana is nestled amid a vibrant literary community. It would be a shame to have the gutting of the English department stain that reputation.

When tasked with defending the English department, professors often talk about the soft skills gained from a major in the field. They speak of passion, critical thinking skills, communication, excellence in writing. While these are indeed immensely important traits that are severely lacking in other areas of the global and American community, not everyone responds to these kinds of lists. They find action in the concrete. Did you know that English majors are the top fourth undergraduate major for those applying to law schools across the US? And of those English major applicants, 81.37% were admitted in the 2017-2018 academic year (LSAC). With a prominent law school at the University of Montana, you'd think that gutting the English program would be the last thing the administration would want to do.

Not everyone wants to go to law school, though. Instead, think about the value in a career as a writer. Without writers, we wouldn't have the textbooks currently teaching Accounting majors about fundamental accounting principles. Without writers, who would update the world on current events? Entertain us with bingeable Netflix shows? Write the manuals that help doctors diagnose patients with rare forms of disease?

Of course, it all comes down to enrollment. By effectively exsanguinating the language department and getting rid of yet more English professors, you're telling prospective students to go elsewhere. You're showing students who want to be a part of the world that what they'll get at the University of Montana is not a well-rounded liberal arts education, but a vocational degree that they could just as easily get at their local trade school. Most of all, you're limiting the kind of out-of-state money you'd get from students across the country who want to learn real-world skills surrounded by beautiful mountains. That could only hurt the University, not save it. On the bright side, if the proposal itself gets gutted, torn apart and sewn back together in a way to finally reflect the core values listed at the beginning of Seth Bodnar's recommendations, this would show potential and incoming students that those who attend and work at the University do have a voice, and that the administration listens.

#### Works Cited

Office of the President. "University of Montana Strategy for Distinction." Web. Apr 25, 2018 &lt;<http://www.umt.edu/president/default.php>&gt;.

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"Undergraduate Majors of Applicants to ABA-Approved Law Schools - 2017-2018 Academic Year." Law School Admission Council Web.

Reference 49 - 0.04% Coverage

I am writing to provide feedback on the recommendation to cut six Full Time English faculty. I am currently completing my first year of graduate school in pursuit of a MA in Literature: Eco-criticism, and I completed my Bachelors degree here as well, in the same program.

Such a massive cut to this program will severely reduce the quality of education provided to students in Creative Writing, Literature, and English Teaching--which represent the core faculty of the English Department, and engage in significant crossover between the three. This department is both necessary for the University, in terms of UM's commitment to providing a quality liberal arts education, and necessary for providing an understanding of the culture and our past. Such massive cuts to the program will render it unable to provide such functions.

In my time here--I am concluding my fourth year--I have taken classes that focus on time periods, authors, and issues. Introductory classes teach students how to read and write well--both of which are skills that are vital for modern culture and business. Mid-level classes expand on these skills while giving students a greater understanding of history and how different societies have engaged with past issues. Upper level and graduate level courses examine many of the pressing issues that our society faces, and provides even greater depth to an understanding of historical and literary movements. For instance, in my upper and graduate level time, I have taken classes that deal with attitudes towards the environment, with the prison system, bio-engineering, oil culture, and the industrialized water system. These are all pressing issues that need people engaged with them to be adequately addresses, and the English faculty at this university are doing just that. They give students the skills and frameworks to understand the world around them, and thus act on it in meaningful and efficient ways.

I urge you and your administration to reconsider the cuts made to this program, or at least accept the gravity of your actions.

Thank you for your time,

Reference 1 - 0.13% Coverage

The College of Business should stay broken out into different departments. This draws a lot of students as it stands out against other business schools that don't offer as distinct of programs.

Reference 2 - 0.13% Coverage

I do not believe the recommendation to lump Environmental Studies in with other humanities is in the best interests of the program, its students and faculty, or the University of Montana (UM). The Environmental Studies is distinct and was attractive to me as a student because of its emphasis on blending the humanities and sciences. The recent retirement of Dr. Watson presents a unique opportunity for UM to hire a new public interest scientist who will bring fresh ideas to the program. I fear that UM is not interested in filling this vacancy, and that does not bode well for the program's ability to attract students like myself. Fortunately, I have had the opportunity to enroll in science courses

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outside of EVST, but I wonder if that opportunity will be as available to future students as it has been to me. I urge UM to reconsider its placement of EVST in with unrelated disciplines and to hire an up and coming public interest scientist to fill Dr. Watson's role.

Reference 3 - 0.13% Coverage

Stop cutting teachers, programs, classes and resources. If you cut one more summer session, UM will lose more and more students. We are tired of looking to other Universities/colleges for courses to transfer for credit since we no longer have the course flexibility we once had.

Also, please STOP investing so much money in Football/athletics. I know the champions center had a 7 million dollar donation, but I am unhappy and frustrated that UM matched the donation to finish the construction. Come on.

-A frustrated alumni trying to get another degree before my classes are cut

Reference 4 - 0.13% Coverage

I just wanted to write and say how wonderful of a teacher Caroline Lonski is. I had her this year for Spanish 102 this spring. Her passion for the material and student learning was way higher than any other professor in my academic career so far. I hope as you are going through budget cuts in the language department that you keep her. She is absolutely wonderful and a phenomenal instructor.

Reference 5 - 0.13% Coverage

I am graduate student working towards a Linguistics MA, as well as the vice president of the UM Linguistics Club, and a research assistant in the Linguistics Program. I would like to express my strong opposition to reorganizing the Linguistics program and lumping it together with Anthropology and Sociology as an "MA/MS in Social Science".

While I can't speak for Anthropology or Sociology, I do know that an MA degree in "Social Science" presents a challenge for those hoping to pursue a career in linguistics by obscuring the nature of what they have actually studied. It also conflates the various applications of linguistics within its subfields, and treats it as something that falls neatly into the category of "social sciences". Linguistics is not so simple and uniform. I would encourage you to view this page: <https://www.linguisticsociety.org/content/why-major-linguistics> under the heading "Career Opportunities" which gives a brief description of some of the many options that linguists have, should they be able to study in an actual linguistics program. In addition, I would like to add, that if i'm not mistaken, on this page, on the site for one of the largest organizations for linguistics in the United States, our own Dr. Mizuki Miyashita appears in one of these photos. Dr Miyashita is an accomplished linguist who is the head of the Linguistics Program at UM, and her and the other faculty have made great strides in the field of linguistics.

In addition, the UM Linguistics Program provides a service to the community by contributing to the body of work on local Native American languages. With rapidly declining speaker populations for most Native American languages, including the ones local to Montana, now is the most crucial time for language revitalization. Language revitalization is not a frivolous endeavor. There is evidence that for populations who have suffered at the hands of colonialism, learning a heritage language can actually increase health. This study: <https://f1000research.com/articles/5-852/v1> is particularly enlightening on the extent of these benefits. With professors in our program contributing to research on Blackfoot, Salish and

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Kootenai, taking away any extent of the program's ability to focus on those languages or teach about them is a message to the nearby tribes and reservations that their languages are not worth saving.

Another facet of this problem is the proposed combination of language programs into "Asian Studies" and "European Studies". While I attended an undergraduate course of study elsewhere and don't fully understand the extent of the damage this will do, I have heard from other concerned students in the programs to be consolidated that the reasoning seems to be based on statistics that do not represent how the programs are actually doing. Another main issue which seems to contribute to the perceived lack of interest in language classes, is the fact that language requirements can be waived, and that faculty in other programs tend to discourage students from taking language classes. It cannot be said then, that there is no interest in the language programs, since students are being pressured not to take them, and I would strongly encourage a reassessment of student interest by other means.

Cutting faculty and reducing language courses is an issue for the Linguistics Program, as well. While the common misconception that linguists are people who "speak a lot of languages" seems to prevail, it is nonetheless entirely true that without learning other languages, it is difficult to develop a frame of reference for comparing languages to one another. Without the ability to take language courses, students are left with an overabundance of what seem to be wholly hypothetical problem sets when taking linguistics courses. If you do not have the option of learning other languages at the college level, or if you have a very limited selection, it is extremely difficult to understand concepts of linguistics.

If you would like some more evidence that there is indeed interest; just this semester, the school held an event ("Foreign Language Day", I believe it was called) for high schoolers to learn about about our language programs. Our club (UM Linguistics) had a table at this event so we got to see firsthand the huge amount of interest in languages and linguistics expressed by local students who will be entering college within this calendar year.

Our club facilitates weekly study sessions and a social meeting place for students interested in Linguistics. Although we are not an official study jam, if you include the two club officers who facilitate these meetings, I would estimate that we usually have about 6 students at these meetings, both undergraduate and graduate. This is a significant amount for a program that does not have it's own undergraduate major and only has 5 graduate students at present. There is absolutely student interest in linguistics at our university, and it saddens me to think that the program is not being seen for it's contribution to not only students, but to the community as well.

I only found out about this opportunity to voice our opinions on this matter today through e-mail, so I apologize if it is not as well written as it could have been. However, I feel strongly enough about this matter that I'm writing this in between all of my other assignments. I believe it is extremely important that we not only keep the Linguistics Program and Linguistics MA alive, but that language programs do not get combined and downsized.

I realize that funding is limited, but there must be a better way to go about this, and I hope that the President of our university and all those involved in making these decisions keep students involved and take our concerns seriously. I thank you for letting me express my thoughts on this issue.

Reference 6 - 0.13% Coverage

## **UM Strategy for Distinction: Feedback**

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Economics should be put in the business school with data analytics. Both programs use r and stata. Economics is critical for business understanding. It's more intuitive than math

Reference 7 - 0.13% Coverage

I understand you wish to provide majors in Asian Studies and European Studies. PLEASE consider adding Hispanic Studies to this list.

Reference 8 - 0.13% Coverage

Please view this Ted talk only 12 min. It is so timely and relevant to the future of our nation and the decisions being made at our university Why tech needs the humanities (Eric Berridge | TED@IBM)

[https://ted.com/talks/eric\\_berridge\\_why\\_tech\\_needs\\_the\\_humanities?utm\\_source=tedcomshare&utm\\_medium=email&utm\\_campaign=tedsread](https://ted.com/talks/eric_berridge_why_tech_needs_the_humanities?utm_source=tedcomshare&utm_medium=email&utm_campaign=tedsread)

Reference 9 - 0.13% Coverage

After having worked with faculty and students in the Master of Public Administration Program, I cannot express how happy I was to hear of the move to the Baucus institute. There are big things ahead for this program, and the national trend/standard is for programs of such discipline to be housed in an institute of this kind. As this program is surely going to grow, my only regret is that I will not have the opportunity to be apart of the change. Not only will this benefit the students, but also the campus community and the state of Montana. Excited for the programs future and support the move.

Reference 10 - 0.13% Coverage

I think students should have a good grasp of 5th and 6th grade grammar in order to pass general education requirements. I think the current process of only having to take Writing 095 if unable to test into the 100 level class does not insure that students have been taught and learned basic grammar, which is important in many occupations.

Reference 11 - 0.13% Coverage

The proposed restructuring of the anthropology program, particularly the graduate programs in anthropology, would severely restrict, if not completely eliminate, the ability of graduates from the program to find employment in their field. A degree in social science is simply not enough to qualify for most jobs, particularly as the largest employers for many subfields in anthropology is the federal government and the military. These large institutions use algorithms and automated word-searching programs to look through resumes, and a degree in social science will automatically be flagged as insufficient qualifications, regardless of the actual quality of the applicant's knowledge and experience. The University of Montana, in combining anthropology, linguistics, and sociology into one degree program would ruin the employment prospects of most of its graduates. As a result, the program -- which is currently one of the most robust programs in the entire university -- would see its enrollment drop drastically, as prospective students are very unlikely to attend institutions that will not grant them employable degrees. The proposed restructuring would be disastrous for the department of Anthropology and, by extension, for the University itself.

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The department also cannot afford any more cuts to its faculty. Mandatory graduate-level classes, which should ideally be limited to no more than ten or twelve students, are routinely taught to sixteen to twenty students, lowering the quality of the experience and education they offer. Faculty are being asked to teach heavy courseloads already, while conducting their own research and meeting with students, and cannot afford to cover any more. Undergraduate and graduate students alike are suffering the consequences of their professors being stretched too thin. Cutting faculty will not result in a more streamlined or efficient department, it will result in a reduced number of courses being offered at all, which will drive people away from the department. The strength of an anthropology degree is the breadth of experiences it offers, and the wealth of knowledge contained within the discipline. Cutting the number of faculty reduces those experiences and limits students in an unfair and harmful way.

#### Reference 1 - 0.06% Coverage

I recommend the MPA program be moved to the Baucus Institute in order to support the longevity and increased notoriety of this program. As a part-time student in the MPA program and full-time UM employee, this program has been instrumental in developing me as a leader and has equipped me to make an impact on campus. I strongly believe that moving this program to the Baucus Institute will enable it to gain further national recognition and growth.

#### Reference 2 - 0.06% Coverage

I am writing to discuss the importance of both the climate change program and Dr Nicky Phear's dedication to it and it's students. The CCS program offers a unique opportunity for students that isn't offered elsewhere. It would be a serious mistake to place this program under forestry. Further, Dr Nicky Phear's leadership in this program is unlike any professor or advisors in this school. Dr Phear is one of the only faculty members I have encountered at this university that not only has a deep passion for the program itself but for all the students in it. Her excitement and devotion to the CCS program and it's unique attributes is the reason I am apart of the program and still at this university. If this program was altered in any significant way I would seriously consider leaving this university and I know many students would share this sentiment.

#### Reference 3 - 0.06% Coverage

I'm not sure if this is a a plan or simply a rumor, but I got word that the Climate Change Studies minor here at UM is potentially going to be moved under the umbrella of the Forestry Department. I was devastated to hear this news and I truly hope that this does not happen. The Climate change studies program was one of the first in the country, one of the fastest growing on campus, and my personal favorite part about this university. I was able to get out of class experience through my Intro to CCS class my first semester of college, three years ago, that gave me friendships that I still have here at UM. That class was one of the reasons I was able to fit in here at UM, and Nicky Phear was the orchestrator of that. As my minor advisor, Nicky has helped me develop as a professional and as a citizen better than anybody else on campus. Her ability to connect with students and connect them with their passions is unparalleled (aside from maybe Dan Spencer) and the minor is structured in such a unique way that allows students to tailor it to their interests and career goals. Many friends of mine back home in Oregon are considering coming to UM because of the climate change studies program and all they have

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heard about it from me. Please keep this program and the format it operates under, and please please please keep Nicky Phear. Thank you.

#### Reference 4 - 0.06% Coverage

Dr. Nicky Phear's contributions to this program both in the structure of the minor and her advising to climate change students has been so incredibly beneficial to my studies. Nicky is instrumental in helping students find out-of-classroom experiences for the minor, which also helps in getting real-world experience for future careers. I really like how the program is currently structured and definitely can't imagine the program without Nicky running it. I hope you realize how essential Nicky is to the program and how much assistance she provides to students in the climate change studies program and beyond.

#### Reference 5 - 0.06% Coverage

I am a senior graduating with a Climate Change Studies minor and a major in Community Health and Prevention Sciences. When I began my education at the University of Montana, I struggled to find my place and set a career path. I received little help with advising from the honors college and the Human Health and Performance department. It wasn't until I signed up for the climate change studies minor that I truly found my home. Nicky Phear spent countless hours with me (and other CCS students) helping guide us through our education and our careers. Because of her dedication I not only grew passionate about my education, but I am one of many Climate Change Studies students who have completed multiple internships and other valuable community work. Due to Nicky's creative leadership of the program, I have had the opportunity of interning with the Missoula Institute for Transportation and with Environment Montana, I have studied abroad in Vietnam, I have completed my own research project, and I now have a post-graduation job with Climate Smart Missoula.

I pride myself on being a good student, but there is no doubt in my mind that the opportunities I listed above would not have been as open to me without the current structure and leadership of the Climate Change Studies Program.

With the plans to move the CCS minor into the Forestry school, I am concerned that Nicky's years of dedication in creating a unique, popular, student oriented program will be lost. Ours is the first Climate Change Studies minor degree in the nation, and it is both thriving and growing. It would be a mistake to lose the leadership and program structure that have enabled this success, especially in a time where UM desperately needs higher enrollment, and when our community, nation, and the world require the ingenuity and creativity of students who are passionate about climate change.

I challenge you to move against the current of a traditional, research and tenured-faculty oriented system and promote the kind of education that Nicky Phear has produced. Our University needs more creative, experiential, and interdisciplinary learning. Our University needs educators and leadership who are committed to students, not just their own research or busy lives. Our University needs the Climate Change Studies minor to stay under the supportive umbrella of the Davidson Honors College, with Nicky Phear in charge.

#### Reference 6 - 0.06% Coverage

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

I am a student in the Climate Change Studies minor. I think that the program as it stands right now is incredible. That is in large part due to the hard work and dedication of Nicky Phear and the flexibility that comes with the program being under the DHC. Nicky has created a very connected community of students, faculty, and community members/groups that greatly benefits the students in the program. The DHC helps put the focus on the students and allows us to participate in amazing experiential and networking opportunities that might not be available if the program moves back under the CFC. I really think this program will benefit from remaining in the DHC.

#### Reference 7 - 0.06% Coverage

Moving the Climate Change Studies (CCS) program to the college of forestry and removing Nicky Phear from heading the program is in my opinion a horrible idea that will remove the uniqueness and passion from a program that benefits so much from those traits. CCS is a program that brings together students from all over campus to explore a deeply meaningful issue through their own lens. Nicky encourages students to approach this issue through their passions, creating incredibly meaningful experiences for students studying the most important issue of our generation. CCS would suffer without Nicky Phear. She is dedicated, empathetic, and fantastically bright. She has been instrumental in connecting me with so many opportunities from research projects, to great classes, and out of classroom experiences. Ask any student, the most important experiences to many of us are those that are off campus, and Nicky ensures students get the chance to experience those and do their part in addressing climate change.

#### Reference 8 - 0.06% Coverage

This college is immensely valuable, and the restructuring of the programs does it an immense disservice. Grouping into Asian and European studies genuinely hurts both our perception of the world and the programs themselves.

#### Reference 9 - 0.06% Coverage

The proposal to move the climate change studies minor to the College of Forestry and Conservation jeopardizes the unique qualities that Dr. Nicky Phear has to offer as the head of the CCS minor. The work she does is absolutely incredible, and the ways that she is flexible, engaging, and empowering to students cannot be lost by arbitrarily pushing the program into another department. This move doesn't make any sense to students, and if Dr. Phear wasn't able to head the program, it wouldn't be the same. I don't mean to be dramatic, but if I was not able to complete the CCS minor under Dr. Phear, I might honestly decide to leave UM for another school that takes its students seriously. I'm not sure who reads these comments, or if anybody even reads them at all, but this is a great opportunity to take the concerns of your student body seriously. Don't ignore our pleas, and don't cut us out of the equation. Dr. Phear is incredible and she has mentored me through an extensive research project, and encouraged me to participate in the Vietnam wintersession program. The leadership she brings to CCS is invaluable, and the ways that the Davidson Honors College works with her and with students in the program could be lost if this move is made. It would break my heart if she was not allowed to cultivate the program that she worked so hard to create, and if the program itself changed. The minor is the fastest growing on campus, and it's growing this way because of the amazing leadership it is under. The reason it is growing so quickly is because of the ways it keeps up with modern day issues, encourages students to pursue their own research and action projects that connect to their passions, and it, of

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course, has amazing leaders like Dr. Phear leading the way. Without this minor the way it is, I genuinely don't think I would have stayed at UM this long.

Reference 10 - 0.06% Coverage

The College of Humanities is one of the University of Montana's most renowned and celebrated colleges. Its faculty and departments are of such caliber that it attracts students from all over the country, even from places like New York City and Seattle, which have comparable and even more renowned programs. But people are drawn here for the unique community and opportunities in the humanities: Native American Studies, English Literature, Environmental Writing, and Creative Writing are especially unique departments, to name a few.

I applaud the President's Strategy for Distinction because of its emphasis of the Humanities and a Liberal Arts Education. Before President Engstrom took office, University of Montana was wise in distinguishing itself from MSU and other Western universities by emphasizing its irrefutably strong Humanities departments. The past decade's strategies to make UM more competitive by investing more in Computer Sciences and other departments that other universities already had an edge on was a mistake that we are still paying for.

Programs like English Literature and Creative Writing must not only be preserved but again nurtured. Choosing to deem Professor David Gilcrest as dispensable was a mistake the University made this year that it will regret for years to come. University of Montana is on the cutting edge in Ecocritics and Environmental Literature and had the potential to attract large populations of students from all over the country, with proper investment in advertising, recruiting for, and growing the concentration. Without a Director of Environmental Literature, the University has lost this opportunity.

The English Department will also suffer immeasurably from losing six more FTE, especially after the significant faculty it has already lost to budget cuts in recent years. Already, literature and creative writing students from other parts of the country are becoming aware of the University of Montana's recent lack of support for these programs, and they are choosing programs such as University of Oregon, CU Boulder, Colorado State University, and Columbia University instead, with the hope that they will be better supported elsewhere. This must be put to a halt and reversed before the country's second-oldest Creative Writing program (and the most famous Creative Writing program in the West) begins to disintegrate. Already, we have lost one graduate student in poetry due to lack of financial support and lack of faculty members-- one full-time poetry professor instead of the promised three. The University must return to investing more in the Creative Writing program, hiring more faculty, and raising TA stipends back to a livable wage.

Moreover, collapsing programs and combining vastly different focuses such as Geography, Women's and Gender Studies, and Native American Studies is not only detrimental to the health of those disciplines but is also unquestionably a violent colonial move. It communicates that the University does not value populations and areas of study that have historically been the targets of violence and erasure. While interdisciplinary study should be encouraged in all disciplines, that would not be the only value this decision communicates. What does it say about ethical priorities if the University of Montana collapses its Native American Studies program, despite the fact that its stands on Salish, Kootenai, and Blackfoot land?

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Thank you for listening to student voices and making the right decisions to preserve the University of Montana's most distinguished Humanities programs.

Sincerely,

Reference 11 - 0.06% Coverage

The climate change program through the Davidson Honors College is the reason that I am passionate about staying at UM. I love Nicky Phear and the ability to have climate change work with my journalism degree. The Climate Change program connects me to the honors college and I think that Nickys leadership is the best I have seen from any staff member.

Reference 12 - 0.06% Coverage

Please do not cut any faculty positions from the Creative Writing MFA program. I am entering my second year, and though I am confident the program can and will maintain its current strength for the remaining semesters of my degree, my vision for it in decades to come is that it may proceed in the same manner in which it previously proceeded: as a nurtured hallmark of the University.

In particular, due to his teaching and body of work, I am an ardent supporter of David Gates as a member of the Creative Writing faculty. He is the only faculty member in the department who has been nominated for a Pulitzer Prize. His presence on the faculty at UM was a major reason for my decision to attend its Creative Writing program. I believe he has contributed greatly to the reputation of the program and to the reputations of its graduates.

It also is my hope that Kevin Canty and Deirdre McNamer may retire with newly recruited fiction professors in their stead.

## Staff

Reference 1 - 0.04% Coverage

I don't see how Spanish will be added to European Studies, as a majority of Spanish speaking countries are found in the Western Hemisphere. Being the second most spoken language in the world, and with over half of the United States being of Latino decent by 2040, Spanish has a much broader impact than other languages offered at UM. As a recent graduate from the University with a BA in Spanish and a minor in Latin American Studies, I understand the need for consolidation, but I also urge you to consider having a World Studies with Spanish underneath it. Spanish originated in Europe but its global scale should not be discounted, and Spanish speaking students don't want to learn just about Spain, we want to learn about all of the other 20 Spanish speaking countries.

Reference 2 - 0.04% Coverage

For many years staff have been curtailed from receiving increases or promotions while faculty have been given yearly increases, merit increases, market increases etc. by the Deans. This has set up a situation where UM faculty are satisfied and happy while everyone else suffers at their expense. How sustainable is giving every faculty member thousands of dollars in increases every year while everyone

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else is choked off through budget reductions and triple workloads solving anything? Now you want to stretch staff even more instead of looking for ways to support them.

Reference 3 - 0.04% Coverage

I noted that neither the International Development Studies program or the Global Public Health program are mentioned in this document. This leads me to believe that the intent is to leave them as completely unattached interdisciplinary minors as they are now. As the staff person who manages both of these programs, I have had little or no input into this process as our input has been managed by the faculty directors of each program whose focus is understandably academic. My hope was that the realities of the inefficiencies in the administration of these programs would be recognized in this document. However, as that is not the case so I am compelled to comment.

While academically the GPH and IDS programs are a vibrant part of UM education opportunities their current administrative organization is inefficient at best.

1) Currently, the IDS program has a .5FTE staff person who also provides support for the PC Prep program and acts as the bridge staff for a series of GPH temporary hires that does most of the administrative work for the GPH program who are also seeking a .5 position. Administered as stand-alone, unattached minors, a .5FTE staff person is required for each program thrive. However, if these programs were either combined under a single International Studies program that, potentially, also included an International Studies major they would be well staffed with a 1FTE position while offering significantly more opportunities to students. Alternately, putting GPH in the School of Public Health administrative unit and IDS minor and graduate certificate under the Division of Cultural, Environmental, and Sustainability Studies or Division of Environmental Science and Sustainability administrative unit would also make administrative sense.

2) Each program has a separate director receiving a stipend and course buyout even though they have a significant crossover of faculty and steering committee members. Both programs could easily have a common director who receives a course buy out per semester plus a stipend. While this would only be a small saving to the university, having a single director for both programs would mean that a .75 FTE staff person could effectively support both programs.

3) On the financial administrative side of the programs, IDS and GPH programs have a general fund index out of the Office of the Provost (which the interim provost has stated in not an appropriate place for these programs) and the GPH program also has a designated index through CHS. Previously, both program were financially administrated though The Office of International Programs but 3 or 4 years ago OIP stopped doing all financial administrative support for unattached international minors. Without a connection through a clear financial administrative line the management of both GPH and IDS finances is challenging at best. It is unclear who we report to and where the upstream management of our budgets takes place. As a result, financial information rarely flows the the IDS/GPH staff which leads to challenges of its own, particularly during the budget crisis. As we have no single dean that oversees either program, financially working on special projects such as program review expenses is highly inefficient. If these programs were administratively combined under a single department, or alternately each placed under an appropriate existing/new academic unit, it would save staff hours and improve financial communication and accountability.

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4) The office for these programs, is constantly under threat as it is provided gratis by a faculty/directors department. Currently we are in an office in Sociology who have been requesting we find another office for two years. The impermanence of office space makes it difficult to create effective, long lasting outreach material and moving would mean the reprinting of all of our outreach material. Further, it is a bit disheartening to always be in search of another office while negotiating continued occupancy in hopes that these to academically thriving minors don't become homeless of campus. Either the creation of an International Studies department or the placement of these programs under an existing/new academic unit would resolve the issue of impending departmental homelessness.

5) Since academically the IDS and GPH program have faculty from 4 or more colleges, all academic paperwork must be signed by the deans of all involved colleges at a minimum. The establishment the IDS graduate certificate required more than a dozen signatures. Again, while the interdisciplinary nature of the programs provide students with excellent educational opportunities, this type of administrative structure is highly inefficient and makes no long-term sense.

While I understand that, depending on the reorganization approach taken, it is possible that my position as IDS Program Coordinator could be phased out, I strongly believe that the current administrative home (or lack there of) limits the possibilities of both the IDS and GPH programs to thrive. By either creating a International Studies department (which could initially set up with little additional funding using the IDS and GPH budgets) or placing these minors in administrative groups that make sense, UM students could continue to benefit from these excellent programs while they come in line with the new, more efficient UM.

#### Reference 4 - 0.04% Coverage

I am a graduate of UM with an MA in Economics and a PhD through the Interdisciplinary PhD track. I am concerned about the proposed move of Economics in with Mathematical Sciences. Economics is rooted in the study of human behavior. While it draws on computational competencies to describe and predict behavior, it is more aligned with the "ways of knowing" inherent to sociology, history, public administration, and political science. I have built a successful research career stemming from this alignment, and I fear that the behavioral focus will be lost with the proposed move. I also think the move will deter students away from economics if they are not strong in the math sciences. I would be happy to share more on this perspective. Thanks.

#### Reference 5 - 0.04% Coverage

Where is Latin America in all this? Spanish is the 3rd most spoken language in the work, with Mandarin being 1, and English 2. This arbitrary distinction doesn't address Spanish in any coherent way. Spanish is the 2nd language in the US and it wasn't addressed at all. President Bodnar's opening comments to the Faculty Senate talked about: What is relevant today for students. That "inter-cultural competence" is vital. How to prepare for a world that is changing. Not having any vehicle or focus on Spanish will leave students with less chance to succeed in the future.

#### Reference 6 - 0.04% Coverage

First, unless someone replies, how do we know you people even read what we write in, let alone truly are sincere about these comments?

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Where is Spanish?

Experts predict that by the year 2050, there will be 530 million Spanish speakers, of which 100 million will be living in the United States.

And what will UM be doing about this? This new strategy does nothing about this coming change. I was lead to believe that we are preparing for the future. If the future is a lily white Montana, we will be set for that.

Reference 7 - 0.04% Coverage

The evaluation criteria used to assign FTE cuts are weighted too strongly toward efficiency as measured by the relationship between majors produced and instructional cost. This results in vastly under-valuing areas like music that MUST rely on one-on-one teaching. Music is a square peg that was forced into the round evaluation hole. In addition, music's recent decline in majors is due, to a large extent, to a decline in job performance by older music faculty. It is NOT due to a decline in demand for music instruction. There is significant demand in Montana and in the region for quality music instruction. The way to improve music's production of majors is not to eliminate faculty lines but to hire highly-motivated, young faculty with whom prospective students want to study!

Reference 8 - 0.04% Coverage

Reducing faculty through attrition and retirements is not strategic. It's exactly what's already been happening over the last four or five years, as lines go dead simply because the person in them left or retired. That has allowed for un-strategic cuts all over the University. The whole point of APASP was to specify who should go. We've already lost many great people due to the VSO - the best people, the ones most confident in their future beyond UM, were the ones who left. The dead wood stuck around. It'll be the same with faculty. I urge you and the team (whoever ultimately decides these things) to be more strategic than, "We hope some people retire and some other people get other jobs, so we don't have to lay anybody off!" I mean, that's kind and all, but beside the whole point. If you have to lose three people in History, and the three American history scholars find other jobs, suddenly UM doesn't teach American history anymore -- regardless of whether that's what you wanted. I know it's hard to be strategic for every unit on campus, but leadership really needs to dig in and keep making tough decisions. Good luck.

Reference 9 - 0.04% Coverage

I am really concerned about the cuts to foreign languages and UM's ability to offer enough language courses. The majority of students in the Franke GLI study abroad, and many of them do so in full immersion programs, meaning they take their courses in a foreign language. Students need a full two years of college-level language to be able to do this.

If the decision is final and individual majors cease to exist, then we cannot structure this as European\* or Asian. It has to be designed as one major of "World Languages and Cultures." And the Registrar needs to show us what will be displayed on transcripts and diplomas to ensure graduates are still marketable. We need to retain language minors.

\*Latin America and Francophone countries are excluded in this model.

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Reference 10 - 0.04% Coverage

The University of Montana's 2012 Institutional Diversity Plan specifically addresses recruitment, hiring and retention of faculty and staff from historically underrepresented populations to achieve meaningful representation. See "Goal 2.5, 2.6. In addition, the 2012 Institutional Diversity Plan speaks to a need for a University curriculum that allows students to "thrive in a multicultural world." Among its recommendations, it suggests inclusion of core diversity and global knowledge requirements. See Goal 3.1

While the plan itself is older, it continues to promote ideas reflected in UM's strategic vision "Partnering with Place, Initiative 3, and within the President's Strategy for Distinction, which embeds diverse and inclusive engagement within the UM core, and specifically names "fostering diversity" as a "strategic imperative" "to ensure a persistent and rigorous UM focus on fostering a diverse and supportive learning and work environment."

Based on concerns raised to me, I would recommend that in the next steps of finalizing the Strategy for Distinction, the committee review each recommendation through the lens of UM's essential values, one of which would be "fostering diversity." Reporting on the question asked and answered (how does this recommendation drive us to meet this value) may lead to different recommendations and may assist in promoting buy-in from the UM community. As the plan is implemented and as new administrative units are established, UM may also consider having each new unit establish a diversity plan that can be assessed for progress. The plans can take into account best practices for recruitment and retention of underrepresented faculty, staff and students. Where the CBA lays out procedures for retrenchment and the maintaining of and/or rehiring individuals based on seniority, that in and of itself may impact the diverse make-up of a unit.

On a basic level some of the proposed reorganizations inadvertently reflect outdated notions, marginalization of underrepresented groups and an implicit loss of diverse faculty and students, when certainly that was not the intent. For example, the suggestion of European/Asian studies and the creation of a unit of marginalized studies appears problematic without context and without clear answers to those questions of values. Please consider that in my EOAA work, I see harm caused by groups and individuals characterizing history and identity certain ways. (As an example, one such group bringing literature to college campuses around the nation is Identity Europa, a group identified as a white supremacist organization by the Anti-Defamation League and designated by the Southern Poverty Law Center as a hate group.)

Reference 11 - 0.04% Coverage

I don't understand how we can promise international study or a focus on diversity or cultural awareness without foreign language majors. We already suffer from insularity; let's not destroy this claim to effective engagement with the world beyond our borders.

Literature, the main component of many foreign language majors, could perhaps be linked with English literature if these groupings do, in fact, save anything.

I don't think European and Asian Studies will work well as majors. Disciplinary knowledge, understanding, and skill will be lost. American Studies was the interdisciplinary fad of my generation,

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and schools gave it up because students did not learn enough literature OR history to compete in either field, and students of each field were already expected to know something about the other field. The interdisciplinary major watered down more than it enriched.

#### Reference 12 - 0.04% Coverage

I do not understand many of the groupings, which rearrange unnecessarily the college structures, but I am also confused about many of the groupings within the College of Humanities and Sciences. The one that surprised me most was the linkage of philosophy, a humanities subject, with various social science-based programs and environmental studies. I know philosophy has a focus on environmental philosophy, but that is not the whole of the field. Students who are drawn to philosophy will not find a natural home for ways of thinking and writing in some of the other fields and vice versa.

#### Reference 1 - 0.13% Coverage

In President Bodnar's email to the campus community on April 17, 2018, he provided a link to his preliminary recommendations, University of Montana Strategy for Distinction. One item of note in the recommendation is the discontinuance of the Applied Science Minor. It appears that this is mistitled in the recommendation and that it is in reference to the Bachelor of Applied Science. This degree offering, while low enrolled, is an important offering for students at Missoula College and for other two-year institutions in the state.

It is important to understand the population of students that this degree serves before a decision is made for discontinuance. Students enrolling in this program of study must have a completed associate of applied science degree from an accredited institution. Students meeting this requirement meet with advisors at Missoula College to plan a degree pathway. These pathways include courses already offered at the University of Montana and do not make up a specific block of coursework. As a result, this degree does not have FTE associated with it and discontinuance would not yield any savings to the institution. Contrary, the university would lose out on the additional revenue that these few students bring in the form of tuition. Discontinuance would only result in a few additional vacant seats in courses already being taught.

#### Reference 2 - 0.13% Coverage

Attrition may not be the best method for choosing music FTE cuts. The retirement of long-tenured faculty is an opportunity to hire an energetic new faculty member to refresh and grow the program. The cost of using attrition to choose position cuts is forgoing this opportunity for renewal and growth. Choosing not to re-fill (attrition) a line can lock in previous program atrophy. It can be much like selling a stock at its price bottom.

#### Reference 3 - 0.13% Coverage

As a professional archaeologist, I'd like to register a comment on the proposal to "re-design the MA/MS degrees in Anthropology, Sociology, and Linguistics as an MA/MS in Social Science." An MA in Anthropology is becoming practically essential for early career archaeologists to get a job as federal or state cultural resource managers or in the private sector. Removing the MA in Anthropology would greatly limit the job prospects of UM graduates; diminish the reputation of a department that is

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currently highly-regarded in Northern Rockies, Plateau, and Northwest Coast archaeology; and likely decrease PhD enrollment.

Thank you for the opportunity to comment.

Reference 4 - 0.13% Coverage

Certainly! These are not new arguments from \_\_\_. This program has been languishing since I began working for Missoula College and this discussion has been ongoing since that time.

In \_\_\_ second bullet, she indicates that technicians need to be certified. This is currently true for the state of Montana. However, the path to certification does not require a program of study such as ours. In fact, only this month, Great Falls College terminated their Pharmacy Technician program for the very same reasons we are proposing this moratorium.

In \_\_\_ 3rd point she suggests that the rules will change in 2020. This is also something that has been proposed in the past and I would like to address several aspects of this proposal.

-This process of certification is not supported by the large employers; the Walmart, CVS and Walgreens of the state. It is not cost effective for them and they will fight this as they have done in the past.

Because they are such a loud voice, I would not hold my breath until 2020 to see if this actually goes through.

-When we place a program into moratorium, it allows us three years to decide if we want to terminate it, modify the delivery/curriculum or bring it back as is. These three years will allow us to know if the 2020 initiative will come to fruition and we can act appropriately.

-In the non-highlighted portion, it states that employees will be required to complete education OR equivalent work experience to qualify. This is the on-the-job training out that the large retail pharmacies will be utilizing. I don't see a change in the number of students that we could potentially serve.

-PTCB has yet to identify programs that meet their requirements. It is possible that we would need to modify our current program substantially to meet these new requirements. Likewise, it is possible that we can meet their future requirements with a scaled down approach that involves outreach and not for credit trainings. We simply don't know at this time. The three year moratorium would allow for us to explore these possibilities and others.

Addressing the comments in point 4. I agree that a statewide program could be a solution. In the APASP process we were advised to collaborate more closely with other MUS institutions. MSU-Billings was approached and was not interested in supporting our efforts (though they were happy to use our resources as Mary points out). There was a memorandum with MSU-Billings outlining the course sharing we would offer them. Due to costs, the former dean for Missoula College asked me to terminate the agreement.

I would also point out that the individuals who have replied to this email chain have largely been representatives from the Billings area. I would encourage MSU-Billings to pick this program up as it seems that there may be demand in that part of the state. It just is not feasible for us to be offering such a high cost program to 4 total students each year.

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when you have a minute, can you provide your perspective on the points \_ makes, and her recommendation in point 4. The key question seems to be whether the requirement coming in to place in 2020 will result in a significant step up in sustained enrollment sufficient to justify the program.

This program is essential to the state and the workforce of all healthcare facilities in the state in addition to retail pharmacies. My facility employs over 50 techs and we are continually expanding both in numbers and scope. This will not continue without the state of MT having an appropriate program. I think all 3 ideas below are feasible, but not as ideal as the current program in place. You have our strong support to continue and we would help by sending letters or support, etc if needed. Please don't terminate this program that provides a well-paying job/career for people that don't want to complete a 4-year program.

Thank you for your e-mail. As you know, we on the east side of the state had recognized the critical need for accredited pharmacy technician programs and therefore have been partnering with you to implement the MSU-Billings City College Pharmacy Technician Program (in conjunction with Missoula College) which just started this past fall.

We have struggled for years in hiring qualified, certified pharmacy technicians and there is an overall shortage of pharmacy technicians (especially those who have completed an accredited pharmacy technician program). We have strong concerns that the additional requirement that pharmacy technicians must complete an accredited technician program prior to even taking the certification exam in the future will make the shortage even worse. The State of Montana requires that a pharmacy technician become certified (which we as an employer would require as well), so it is critical that we are expanding accredited pharmacy technician programs in Montana to allow for certification and not less. Therefore, I hope that Missoula College's Pharmacy Technician Program remains and actually grows in the future as there is (and will be even more of) a need for the program.

Thank you for your work to bring the University of Montana to a place of distinction. I would like to join in the discussion regarding the Pharmacy Technology Program to provide accurate information as plans are finalized. I am including key stake-holders in the discussion so that community and state needs are accurately represented.

I have included the University of Montana's statement for discontinuing the Health Professions/Pharmacy Technology CAS; the Montana State Board of Pharmacy Rules for certification (in direct opposition to the U of M statement for discontinuation); the PTCB testing requirements that go into effect January 2020, and ideas for moving forward that could save the University dollars while providing needed education to future pharmacy technicians.

1. Discontinue the following programs.

Health Professions/Pharmacy Technology CAS.

This certification is not required to work in this field in the state of Montana.

[http://www.umt.edu/president/UM%20Strategy%20for%20Distinction%20/StrategyforDistinctionDRAFT\\_4.17.18-2.pdf](http://www.umt.edu/president/UM%20Strategy%20for%20Distinction%20/StrategyforDistinctionDRAFT_4.17.18-2.pdf)

2. Montana State Board of Pharmacy Technician Certification Requirement:

24.174.701 REGISTRATION REQUIREMENTS

(1) In order to be registered as a pharmacy technician in this state, the applicant shall:

(a) Submit application on a form prescribed by the board;

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- (b) Pay application fees as prescribed by the board; and
- (c) Submit a copy of proof of certification by PTCB or other board approved certifying entity.  
<http://www.mtrules.org/gateway/RuleNo.asp?RN=24%2E174%2E701>

#### 3. PTCB's 2020 initiative

Education and Training Requirement: Beginning in 2020, PTCB will require completion of a PTCB-recognized education/training program OR equivalent work experience. PTCB's recognition of education/training programs will focus on the knowledge identified in the recent job analysis. PTCB will implement an attestation process to identify PTCB-recognized programs and verify that recognized programs comply with PTCB standards and requirements. The PTCB Certification Council will continue to monitor the evolution of pharmacy-profession-led education and training requirements for technicians.

The primary path to eligibility for CPhT candidates beginning on January 1, 2020 will be through completion of a PTCB-recognized program. An alternative path via work experience will serve experienced pharmacy technicians who were not in a position to attend a PTCB-recognized program in the past. Experienced technicians applying for certification will need to have their supervisor complete a detailed experience attestation on their behalf, which contains the same knowledge requirements used to evaluate recognized programs.

[http://www.ptcb.org/about-ptcb/news-room/news-landing/2018/01/11/ptcb-announces-new-pharmacy-technician-certification-examination-\(ptce\)-content-outline-and-updated-education-training-requirement-for-cpht-certification#.WtdvIX8h2Uk](http://www.ptcb.org/about-ptcb/news-room/news-landing/2018/01/11/ptcb-announces-new-pharmacy-technician-certification-examination-(ptce)-content-outline-and-updated-education-training-requirement-for-cpht-certification#.WtdvIX8h2Uk)

- 4. Ideas to address the needs of the University financial crisis as well as the community and state need for certified pharmacy technicians:
  - a. Consider a new 1-semester PTCB approved program. Offer this program online throughout the state (note that MSU-Billings and MC currently share Pharm Tech classes)
  - b. Consider offering the 1-semester program to high school students over the course of a year.
  - c. Consider offering advanced training in the future if warranted by demand.

Reference 5 - 0.13% Coverage

Paul asked me to make sure the exchange below was included in the feedback. Claudine

Our proposal was to move the materials science line, along with the faculty member, Monica Serban, from CHPBS/BMED, to CHS/CHEM. She would maintain her responsibilities in the MatSci program and pick up instructional workload in Chemistry, which has needs secondary to the loss of lecturers. This would be a more effective use of Dr. Serban, provide her with more collaborators, and simplify the appointment. The alternative would have been to keep her line in BMED and create a joint appointment in Chemistry, but since her arrival the connections, and contributions, to BMED, are not as robust as I believe were anticipated. So, this solves several issues while maintaining MatSci until a deeper dive can be made about the program. The MatSci program is an MUS collaboration between Montana Tech and MSU, so we have an obligation to be a partner, although, the program has not materialized (no pun intended) as envisioned, but there is still a possibility. So, keeping Dr. Serban makes sense, and she has bandwidth and desire to work in Chemistry.

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I'm not finding clear notes on what you want to happen. Can you shoot us a description of the proposed plan?

Yes, it would be good to resolve this. I too am still supportive of what we had concluded in our last conversation of the matter.

Circling back to our recommendation on Materials Science, which did not appear in the campus recommendations, I assume partly because it's more of an internal reallocation. I had a note from Monica Serban about the status of that so I thought I should loop us all back in to finalize our thinking.

If we are doing this, and I still support the recommendation, I'll need to let Dr. Holian know, as he has had a role (he is in BMED) in the program.

Thanks again, I appreciate we have a ton of stuff on the plate(s).

I support \_ comments. The program currently has four students so a new approach would seem to be essential.

Re: MPA Comments-Strategy for Distinction-Pharmacy Tech Program

I maintain that moratorium is the best option for this program at this time.

Moratorium would allow us three years to evaluate the best pathway forward. This time gets us to the 2020 date that has been brought up and allows our collaboration with SELL to be realized. I think this partnership will have a huge impact on the delivery of this program and I would like to explore the possibilities.

Reference 1 - 0.06% Coverage

There is a niche we can fill with this generation of students and it aligns with all of our key strategies. It is training students with Emotional Intelligence (EQ or EI, similar to IQ). Studies are finding EQ is as or more important to individual success than even IQ. We need EQ more than ever with more screen time, working families and less personal interactions of our current and incoming students. The emotional intelligence of each generation is reducing more and more, this would provide the opportunity to re-engage emotional awareness, helping our students become even more effective in personal relations and the workforce, ultimately leading to greater success.

I think we have a real opportunity to build EQ skills into our core curriculum, offered by the newly forming Neuroscience dept and integrated within the CHS (specifically for the Humanities and Science component). The research in this area is mind boggling. For example, when we change the way we react or what we do, we actually physically rewire our brains. (and we thought an old dog couldn't be taught new tricks) Understanding this helps us adapt to change and meet our potentials.

Reference 2 - 0.06% Coverage

I graduated from UM in the late 90's, and have been a staff member here since October 2016. I moved back to Missoula, after many years living abroad and out of state, and was delighted to get a job on

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campus. This was partly because I am a big fan of higher education, and partly because I wanted to take advantage of the educational opportunities here and retrain as a web developer/programmer. As such I am currently pursuing a B.A. in Media Arts. I am one of those 'agile learners' that President Bodnar regularly mentions, and I deeply appreciate the opportunity to retrain in what is an exciting, lucrative and in-demand field.

I want to commend the Media Arts department for the programs they offer and would like to suggest that the University consider directing more resources towards that department. Knowledge of, and skill in, coding and related disciplines is becoming an essential part of the toolkit employers look for in many job applicants.

As an example, according to the latest Bureau of Labour Statistics report, Job Outlook for web developers from 2016 - 2026 is going to increase by 15%, which is rated as 'much faster than average.' <https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm>

And the job outlook for software developers is even more promising. In the same time period, that job outlook is expected to grow by 24%, which is again much faster than average. <https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm>

The Media Arts department offers courses that give students the option of moving in to both of these disciplines, along with many other related fields.

As such, I think it would be great if the University were able to lean in to this trend and position itself as a regional leader in this area. A track record of success in this field should have a positive impact on enrollment, and could work to bring the University even closer together to the city of Missoula by training students to contribute to the city's growing tech sector. I would even go so far as to say that foundational knowledge of coding and digital technologies is so important now, and its importance will only continue to grow, that the University should consider adding these skills to the General Education Requirements.

## Faculty

### Reference 1 - 0.04% Coverage

The recommendations for MCLL restructuring do not specifically mention the Japanese major in the list of language majors to be discontinued. The language in italics immediately following the table on p. 11 states that "it is the intention to maintain all other degree offerings in the areas listed above." Reading the document on its face, this would suggest that the Japanese major will continue. So my question is, did the UPC simply forget about the Japanese major, or does it in fact intend to maintain it?

### Reference 2 - 0.04% Coverage

1. This is the 70th year of the Humanities Program. We renamed it GHR last year to increase recruitment and hopeful signs are evident, so the closure is unfortunate.
2. We teach a large number of lower division courses and Gen Eds to numerous non-majors. To judge us only by number of majors is seriously flawed.

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3. SCH was measured for the last 5 years when three faculty were away on fellowships or sabbaticals. This measure is also flawed.

4. Ruth Vanita's was and is a joint appointment in Women's Studies and Liberal Studies (now GHR). She taught the WS intro course for the first 7 years of her presence at UM, and she regularly teaches WGSS courses. She is an internationally renowned women's, gender and sexuality studies scholars. Since Women's Studies is not being discontinued, she should not be discontinued either.

### Reference 3 - 0.04% Coverage

I would like to comment on the following recommendation within Re-organization D - Humanities: "Consolidate languages and Area Studies into two majors: Asian Studies and European Studies" which implies that we "Discontinue majors in French, German, Spanish, Russian, Classics, and Area Studies by consolidating into two major areas: Asian Studies and European Studies".

I would like to address two points about this change and I will do it from the perspective of Spanish because I am a faculty member in that section, and second because, as is evident in the numbers of the MCLL department, the majority of UM students who choose to major/minor and/or take language classes in college select Spanish. So, Spanish is somehow a different type of animal in our department and across language departments in U.S. campuses (given that it is not even a foreign language in the U.S., which will be the largest Spanish-speaking country by 2050 according to estimates on number of speakers).

1) The proposal of two major areas seems ok as long as the following points are taken into account:

1.a) STUDENTS ARE STILL ABLE TO SPECIALIZE IN SPANISH THROUGH A SPANISH TRACK. This is crucial because it is not possible to learn "languages" without learning to communicate in a particular foreign language. A language track should be kept at least for the most popular second language at UM and across the U.S., namely Spanish.

1.b) THIS PARTICULAR LANGUAGE TRACK SHOULD OFFER ENOUGH UPPER-DIVISION COURSES IN THE SECOND LANGUAGE so as to be an option for all the high school graduates that will come to UM from schools with Spanish AP, IB or even Spanish immersion schools as well as for those students pursuing Spanish teaching licensure at UM.

Missoula has the first public immersion school in the State at the elementary level, Paxson- and will soon have Spanish immersion at Washington Middle school which will "feed" students into schools such as Hellgate where students can achieve very high levels of Spanish knowledge. These students need to find at UM upper-division courses they can enter as they pursue advanced Spanish classes.

Another reason why sufficient upper-division courses need to be offered in Spanish is because at UM students can pursue a TEACHING CERTIFICATION and as part of their training they need to be very proficient in the language they are training to teach. Teaching certifications are one way in which UM serves our community/State and Spanish is the only language that has a faculty member who advises future Spanish teachers (much needed by MCPS for language teachers in the IB and immersion schools). So, enough upper-division courses should be part of a Spanish track (even if it is within the proposed general major) that would allow UM to keep training the best Spanish teachers for the increasing number of schools that need them across the State and in our local community.

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I suggest that the role of Spanish is reconsidered in view of the relevance of Spanish for our country (the U.S currently being the second Spanish-speaking country in the world), for our community (increase in schools teaching Spanish and becoming Spanish immersion schools) and for our students (enrollment compared to other existing language sections). Even if Spanish is collapsed with other languages in a common major, we don't want to lose those students who come to UM with knowledge of Spanish and who want to study Spanish further through more challenging classes or because they want to become Spanish teachers and need to become experts in the language.

2) The name of one of the two new major areas needs to be revised. A "European" major does not reflect the reality of the Spanish-speaking world. Of the 21 sovereign States that have Spanish as a native language, only one is located in Europe (Spain). Such name ignores that the Spanish-speaking world is mostly in the Americas. So, to include Spanish in a European Major is inaccurate unless the grouping of languages wanted to reflect families of languages, in which case "Indo-European" is the right name for a family of families of languages which includes other language families such as the Germanic family (German, English), the Italic languages (Spanish, French), the Hellenic languages (Greek), etc.

As it is obvious by looking at current MCLL numbers, most students interested in majoring or minoring in a second language choose Spanish (because they have studied Spanish in high-school, for example). So, the two more encompassing majors proposed in these recommendations should still allow for concentrations in particular languages (or at least Spanish given its popularity).

I really hope that these thoughts are helpful as we find the best ways to serve our students exploiting the areas that already show relative strength compared to others.

Thanks!

Reference 4 - 0.04% Coverage

The draft recommendation: "Consolidate graduate offerings in English into one MA option." This appears to eliminate the MFA. Correct?

Reference 5 - 0.04% Coverage

The draft plan calls for cuts in literary study FTE that are literally more than double any other faculty on campus. This recommendation is patently unfair, failing to take into account the importance of faculty/student ratio in writing classes, the legacy of the humanities at UM, the importance of studying literatures and cultural representation to the foundation of our society.

Reference 6 - 0.04% Coverage

In the recommendations, you propose to "consolidate languages and Area Studies into two majors: Asian Studies and European Studies." That proposal ignores the global nature of the languages taught in MCLL. In no way is either French or Spanish solely "European Studies." This proposal ignores the importance of Latin America (and other regions) to Spanish and the importance of Africa, Southeast Asia, Canada, Caribbean, etc. to French. Calling it "European Studies" erases the experiences of people of color/indigenous people in all of these areas. This proposal goes against the state purpose of these recommendations which is to make UM more diverse and interdisciplinary by erasing these marginalized voices from these majors. For example, I spent the last three weeks teaching North African

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Francophone culture to my FRCH 202 course--including that under European Studies continues discourses of colonialism and racism. I would propose one major that is Global Languages and Cultures rather than two that divides the world into us v. them and erases diversity.

Reference 7 - 0.04% Coverage

African-American Studies has a strong, vibrant constituency that has recently responded with deep generosity to a \$50,000 fundraising effort. Under the organizational/divisional model proposed, black student interests will again be buried in a large, generally unaffiliated division. We will lose our ability to offer programs that attract students of color to this university and our ability to attract donor's dollars. Moreover, the decision to de-emphasize and reduce the programmatic integrity of Af-Am as a stand alone program will almost certainly cause an uproar among our donors and constituent members. A more reasonable approach would be to create a new division of Social Justice encompassing Af-AM and WGSS who have a significant history of working together already well established. At a time when our state has become a poster child for the white supremacy movement, we want to demonstrate our commitment to racial justice, not bury it administratively within a large mismatched division.

Reference 8 - 0.04% Coverage

Proposed cuts to the English Department and MCLL FTE are more than double of any other department. How does this square with UM's avowed commitment to maintaining a "liberal arts" core? Moreover, the separation of the Composition and Literature programs suggests that marginalization for the latter is the true goal, as if literary studies has no real merit or is "fluff" that doesn't contribute in important ways to the aim of producing students who can write well and think critically. Or, for that matter, that students might be better human beings by virtue of studying literature written by diverse groups of people, at different periods in our history. The Draconian nature of these cuts seems to be driven more by short-term expediency (recent declines in majors) than in long-term commitment to providing quality education at the only "flag-ship" humanities institution in Montana. UM's leadership shouldn't keep proclaiming that "liberal arts" is important to its identity if it isn't going to support programs such as English and MCLL -- it should admit that it is grooming itself to be a glorified vocational college.

Reference 9 - 0.04% Coverage

In the proposed reorganization of the College of Humanities and Sciences, the Women's, Gender, and Sexuality Studies and African-American Studies Programs would be combined with several other departments to form a Cultural, Environmental, and Sustainability Studies Division. In addition to questions about autonomy, budgets and stipends, advising, etc., I have concerns about diluting the missions of our programs. I would propose a smaller social justice division that included only AAST, WGSS, and perhaps Native American Studies.

To support the larger division, I would need many more details about how the division would be administered and how much autonomy each program and/or department would retain in terms of mission, budget, stipends for chairs and directors, etc. If this is simply an administrative consolidation where we share staff with increased expertise in budgets, advising, etc, that seems potentially beneficial, but if individual departments and programs lose autonomy, that is deeply concerning.

Reference 10 - 0.04% Coverage

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I think the mission statement and the ideas laid out here are excellent. It is really great to see a data driven and student success focused approach being finally brought in to sharp focus. I particularly appreciate the fact that the focus is on excellence and innovation.

For the College of Business (COB) the action presented is to merge the departments to provide administrative efficiencies. I actually teach about innovation in my classes, and we focus on Harvard Business School strategy professor Clayton Christensen and his Innovator's Dilemma. One thing Christensen is VERY clear about is that innovation almost always requires "a separate company to be set up that is allowed to attack the market in the ways that makes most sense for that innovation." Replace the word "company" for "department" and the problem I have with the suggestion of getting rid of the departments at the COB is that (according to Harvard Business School strategy professor Christensen) is the exact opposite of what is needed to foster innovation. Christensen gives multiple examples of companies that have been successful with innovation by having nimble, flexible companies (departments) that are separate from the larger company: Intel created a separate company to develop and market the Celeron chip, Charles Schwab created Schwab to go after the online market, HP opened a brand new company in Vancouver to develop and market the ink-jet printer because it was completely failing in Boise where their laser-print company was based. He also has legions of examples of companies that have failed because they stifled innovation by not having separate companies that could innovate: Digital Equipment Corporation (DEC), Sun Microsystems, Netscape...the list is endless practically.

So, if you truly want innovation in the curriculum that meets the needs of a rapidly changing marketplace for students then doing away with the departments is about the best way to stifle that. Our MIS department is very innovative indeed, and that is because we can and choose to work closely with our students' potential employers to understand what they need, and then we innovate our curriculum constantly to make that happen. The result is that MIS has a student placement rate of 94% and the highest average salaries in the COB. ATG Missoula (a high-growth, high-salary tech consulting company that has grown from 2 students to now having 135 employees in six years) is largely based off the ability to hire our MIS graduates.

Merge the departments in the COB and you will stifle the individual departments' abilities to flexibly and innovatively meet the diverse needs of the business landscape.

One alternative approach that will provide the administrative efficiencies you seek without crushing the innovation that is vital to the success of the COB and UM is to split out the role of department chair into two parts: academic and administrative. Leave the academic part (curriculum) with the current department chairs but reduce the credit hours release they get by a factor of 50%; assign the administrative part (scheduling, dealing with student problems, accreditation writing and many other administrative tasks that absolutely do not need a Ph.D. in business to complete) to ONE central administrative person for ALL the departments. For the COB you would free up 6 credit hours for each of the three chairs for a total of six 3-credit hour classes per year, and as a bonus you would put some of our best teachers back in to the classroom. The expense would be the ONE full-time administrative person who could handle all the largely similar administrative issues across the three departments. Overall you would achieve substantial savings, and efficiencies at the same time.

Reference 11 - 0.04% Coverage

## UM Strategy for Distinction: Feedback

### What is your comment about a program or college?

This comment concerns proposed changes to the MA English program listed under "Re-organization D" (Humanities and Sciences). The "Action" called for here -- specifically "consolidation of the MA in English into one MA option" would result in the loss of the relatively new but demonstrably \*growing" MA in Ecocriticism option. In letters to President Bodnar, to (former) Provost Edmond and to (former) President Sheila Sternes, colleagues who teach in the MA Ecocriticism option and I have offered concrete data showing that the Ecocriticism option is now drawing a majority of graduate students to our MA program. This data was also cited in reports that our dept generated for the APASP process. Specifically, since its introduction, the ratio of graduate applicants who apply based on their interest in the Eco-option to students who have actually decided to come here to study has been: AY 2015-2016 50% of applicants/60% of entering class; AY 2016-2017 50% of applicants/80% of entering class; AY 2017-2018 80% of applicants/ % of entering class not yet known. These numbers are both verifiable and clearly show a pattern of growth. \*\*\*Therefore, the "rationale" given for cutting the Ecocriticism option is demonstrably false in your report.\*\*\* The report claims that the proposed "consolidation" would "more efficiently align faculty resources with student interest." The above numbers show there is strong "student interest" in the Ecocriticism option and, indeed, it is an "interest" that has brought students to study at UM instead of at competing programs at other regional schools offering programs in Lit and the Environment. While it is true that the MA Literature graduate program is relatively small, it is a great mistake to misrepresent a lack of interest in a field of specialization that has drawn students here for the past few years. I would like to know what actual data contributed to the "consolidation" argument, as opposed to simply a desire to "downsize" faculty numbers in the name of greater "efficiency." The consolidation proposal will probably lead to a reduction of applicants to the MA Literature program on the basis of this short-term logic, eliminating a program that would grow in the future were it given support. Moreover, the consolidation recommendation totally ignores demonstrated interdisciplinary synergies the MA Ecocriticism option facilitates campus wide -- i.e. ways it is part of the larger area of distinction under the rubric of "Environment and Sustainability." In sum, the "consolidation" proposal is both short-sited and based upon erroneous data.

#### Reference 12 - 0.04% Coverage

The data show Chemistry and Biochemistry with a low benchmark expense, low cost per FTE, and the highest on campus grant funding yet we're slated to lose two faculty. We've lost two faculty members in the past two years, Holly Thompson and Valerie Smirnov (did not get tenure but no rehire was made). Consequently two highly research active faculty had their teaching loads increase by 30% (Priestley and Berryman). While Royce Engstrom is helping cover Valerie's teaching load, if we lose two faculty, the teaching loads for at least two faculty will dramatically increase, undermining our research program. Combining us into a new "Physical Sciences" division makes us less visible, potentially further undermining our research program and moreover, we are more connected to DBS through our biochemistry program and through other collaborations, so that does not seem to have been considered.

#### Reference 13 - 0.04% Coverage

Please reconsider the name change for the M.A. degree in Anthropology. When students look at schools to attend for an Anthropology degree, they will immediately eliminate UM due to the lack of an M.A. in Anthropology. No one knows what an M.A. in Social Science is, at least no one in Anthropology/Archaeology/Forensics. Our number of applicants would be reduced by half the first year.

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I promise you. This is a mistake. Our Anthropology degrees matter to students in jobs. Their degrees need to say Anthropology for them to be qualified for the jobs to which they apply.

Here is the link to the Secretary of the Interior standards for professional archaeology:

[https://www.nps.gov/history/local-law/arch\\_stnds\\_9.htm](https://www.nps.gov/history/local-law/arch_stnds_9.htm)

Here is the link to the Register of Professional Archaeologists qualifications page:

<http://rpanet.org/?RPAApplication>

Here is the link to the Professional Forensic Anthropologist standards website:

<http://theabfa.org/faq/applicants/>

Please note that none of these three professional qualifications list Social Sciences M.A. degrees as sufficient to meet the standards.

No students will apply to our M.A. in Social Sciences program because the outcome would be insufficient for their chosen careers as professionals in archaeology, cultural heritage, or forensics.

### Reference 14 - 0.04% Coverage

As a member of Faculty Senate, I have been pondering what weight we are giving to the Phase I APASP recommendations from November and how that relates to the new FTE reductions. After yesterday's session, it seemed as if colleges would have the ability to restructure as they see fit. This seems to create a problematic situation in the CVPA.

Specifically, in the CVPA, Music-UG was the only program rated in the APASP tier: priority for development and growth.

From the APASP results website:

#### Priority for Development and Growth - Phase 1

College of Visual & Performing Arts

147 Music-UG

#### Consider for Development and/or Modification - Phase 1

College of Visual & Performing Arts

143 Art-Grad

144 Fine Arts-Grad

146 Media Arts-Grad

148 Music-Grad

150 Theatre-UG

151 Theatre-Grad

142 Art-UG

145 Media Arts-UG

149 Dance-UG

With the new UM Strategy for Distinction, we are not giving priority to Music for growth and development, and in fact, music is having the largest estimated reduction in FTE.

## UM Strategy for Distinction: Feedback

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From the UM Strategy for Distinction:

PROGRAM - ESTIMATED FTE REDUCTION

Art - 0

Media Arts - 1

Music - 3

Theatre and Dance - 2

Music is giving more back to the college due to 3 retirements this spring. While it is good for the CVPA, it is not giving priority development and growth as the APASP Phase 1 delineated. I understand that the APASP report was just one metric used, however, many of the faculty in the school of music are concerned with this issue.

How will we ever grow and develop our strongest programs if they are compromised into doing what is best for each college? What is our strategy to grow and develop these programs once we have accounted for the \$10 million deficit?

THANK YOU for all who have worked on these committees to date and to the members of the UPC. We greatly appreciate your time/efforts and willingness to accept feedback.

Reference 15 - 0.04% Coverage

Thank you for your work to bring the University of Montana to a place of distinction. I would like to join in the discussion regarding the Pharmacy Technology Program to provide accurate information as plans are finalized. I am including key stake-holders in the discussion in an e-mail so that community and state needs are accurately represented.

I have included the University of Montana's statement for discontinuing the Health Professions/Pharmacy Technology CAS; the Montana State Board of Pharmacy Rules for certification (in direct opposition to the U of M statement for discontinuation); the PTCB testing requirements that go into effect January 2020, and ideas for moving forward that could save the University dollars while providing needed education to future pharmacy technicians.

1. Discontinue the following programs.

Health Professions/Pharmacy Technology CAS.

This certification is not required to work in this field in the state of Montana.

[http://www.umt.edu/president/UM%20Strategy%20for%20Distinction%20/StrategyforDistinctionDRAFT\\_4.17.18-2.pdf](http://www.umt.edu/president/UM%20Strategy%20for%20Distinction%20/StrategyforDistinctionDRAFT_4.17.18-2.pdf)

2. Montana State Board of Pharmacy Technician Certification Requirement:

24.174.701 REGISTRATION REQUIREMENTS

(1) In order to be registered as a pharmacy technician in this state, the applicant shall:

(a) Submit application on a form prescribed by the board;

(b) Pay application fees as prescribed by the board; and

(c) Submit a copy of proof of certification by PTCB or other board approved certifying entity.

<http://www.mtrules.org/gateway/RuleNo.asp?RN=24%2E174%2E701>

3. PTCB's 2020 initiative

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Education and Training Requirement: Beginning in 2020, PTCB will require completion of a PTCB-recognized education/training program OR equivalent work experience. PTCB's recognition of education/training programs will focus on the knowledge identified in the recent job analysis. PTCB will implement an attestation process to identify PTCB-recognized programs and verify that recognized programs comply with PTCB standards and requirements. The PTCB Certification Council will continue to monitor the evolution of pharmacy-profession-led education and training requirements for technicians.

The primary path to eligibility for CPhT candidates beginning on January 1, 2020 will be through completion of a PTCB-recognized program. An alternative path via work experience will serve experienced pharmacy technicians who were not in a position to attend a PTCB-recognized program in the past. Experienced technicians applying for certification will need to have their supervisor complete a detailed experience attestation on their behalf, which contains the same knowledge requirements used to evaluate recognized programs.

[http://www.ptcb.org/about-ptcb/news-room/news-landing/2018/01/11/ptcb-announces-new-pharmacy-technician-certification-examination-\(ptce\)-content-outline-and-updated-education-training-requirement-for-cpht-certification#.WtdvIX8h2Uk](http://www.ptcb.org/about-ptcb/news-room/news-landing/2018/01/11/ptcb-announces-new-pharmacy-technician-certification-examination-(ptce)-content-outline-and-updated-education-training-requirement-for-cpht-certification#.WtdvIX8h2Uk)

4. Ideas to address the needs of the University financial crisis as well as the community and state need for certified pharmacy technicians:
  - a. Consider a new 1-semester PTCB approved program. Offer this program online throughout the state (note that MSU-Billings and MC currently share Pharm Tech classes)
  - b. Consider offering the 1-semester program to high school students over the course of a year.
  - c. Consider offering advanced training in the future if warranted by demand.

Thank you for your time!

Reference 16 - 0.04% Coverage

Dear President Bodnar, Chair UPC, and Members of the UPC,

We are writing to you and the UPC to make two critical points regarding the analysis/recommendations for Chem/Biochem in your Draft report.

1. It is our belief that the reason Chem/Biochem is slated to lose to 2 faculty FTEs is because Biochemistry rated relatively poorly in the cost/SCH analysis when evaluated outside the context of its home departments. The numbers for Biochemistry rely solely on FTE cost and SCH for BCH courses and on that basis appear to be accurate if Biochemistry were a separate department. The critical factor that this analysis misses, however, is that Biochemistry is an interdisciplinary, interdepartmental program. The BCH courses are taught by faculty with appointments in both Chemistry & Biochemistry and DBS. These faculty also contribute to the teaching mission of their home departments. For example, Professor Kent Sudgen, who taught BCH 380 in Fall 2017, is teaching CHMY 141 in spring 2018 (SCH: 312) and Professor Scott Samuels who is teaching BCH 110/111 in spring 2018, taught BIOB 260 in Fall 2017 (SCH: 1,040). Our point is that making cuts in FTEs based on analysis of Biochemistry in isolation will lead to unforeseen collateral damage to the home departments. Because Biochemistry in the final analysis of the report was lumped with Chemistry, this collateral damage has been assigned to the Department of Chemistry & Biochemistry. Since faculty in the Department of Chemistry & Biochemistry teach on average 70% of the BCH credit hours (SCH) and the proposed FTE adjustments to Biochemistry are

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assigned to the Department of Chemistry & Biochemistry, the only reasonable way to carry out the UPC's analysis is to add the Biochemistry numbers (FTEs, SCH, majors, awards, etc.) to the Chemistry numbers and reevaluate the proposed cuts. Otherwise, the proposed cut of 2 FTE's from the Department of Chemistry & Biochemistry, which generates 10,300 SCH from CHMY and BCH courses (sixth highest on campus) and on average more than 800 SCH/instructional FTE (from APASP data) before the impending departure of Lecturer Holly Thompson and Professor Ed Rosenberg, will cause significant disruption that will be felt across campus because of the numbers of science and non-science majors who enroll in our courses. Further, the proposed loss of 2 FTE's in Chemistry and Biochemistry is not in alignment with the goal of building communities of excellence in Environment & Sustainability, Health & Human Development, and Science & Technology. We urge you to reevaluate the data, combining those for Chemistry and Biochemistry, and reconsider the recommendation to reduce Chemistry & Biochemistry by 2 FTE.

2. A Division of Physical Sciences is a poor fit for the existing collaborative connections of the Department of Chemistry & Biochemistry and the Biochemistry Program. A primary justification for creating a Division of Physical Sciences is to encourage interdisciplinary work with a focus on Data Science. This justification ignores the existing collaborative network that the Department of Chemistry & Biochemistry and the Biochemistry Program has with DBS, Computer Science and BMED. A much better fit would be a Division of Chemical, Biological and Computational Sciences, which would incorporate the Department of Chemistry & Biochemistry, DBS, the Biochemistry Program and the Department of Computer Science. In particular, the current strength of Computer Science in Bioinformatics/Computational Biology has spawned significant collaborative interactions with DBS, Chemistry & Biochemistry and the Biochemistry Program. We also note that ASCRC has just approved a BS in Computational Biochemistry a joint effort between Computer Science and the Biochemistry Program, further emphasizing the natural grouping of these three departments and the interdepartmental, Biochemistry Program.

We know that these are critical times for redefining the mission and goals of UM as we work to launch UM into a new and promising future.

We would be pleased talk with you about these and other ideas for moving UM forward.

Regards,

Reference 17 - 0.04% Coverage

This is to ask for reconsideration on the Social Sciences reorganization (Reorganization C) on page 9 on the strategies draft. The proposed reorganization would adversely impact the anthropology MA program. Students in this program typically seek specific credentials required for employment as archaeologists, cultural resource managers, etc. A general Social Science MA/MA would not meet these requirements. See these requirements at the following links:

Here is the link to the Secretary of the Interior standards for professional archaeologists:

[https://www.nps.gov/history/local-law/arch\\_stnds\\_9.htm](https://www.nps.gov/history/local-law/arch_stnds_9.htm)

Here is the link to the Register of Professional Archaeologists qualifications page:

<http://rpanet.org/?RPAApplication>

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### **What is your comment about a program or college?**

Here is the link to the Professional Forensic Anthropologist standards website:

<http://theabfa.org/faq/applicants/>

Please note that none of these three professional qualifications list Social Sciences M.A. degrees as sufficient to meet the standards of professionalism in their fields.

Thank you.

#### Reference 18 - 0.04% Coverage

I have two comments about the general reorganization recommendations and the process of discussing them.

First of all, the concept of the "division" could use better explanation and description. Because not all faculty and staff have experience with that type of model, not all will know what exactly that means in both concept and practice, and it seems to me that many are having a difficult time imagining how such a system will play out. Thus, some further explanation about what the term "division" means in this context, how it fits into the School/College model, and how it will work in practice would go a long way toward helping people envision the future. Whether or not (or the extent to which) departments will indeed retain identity and autonomy could also be clarified. Important questions around the FEC evaluation process certainly exist and need to be answered.

Second, some further explanation about the thinking behind each of the newly recommended divisions would be appropriate and useful. Although a brief rationale was given for each recommendation in the document, the re-organization appears to have been planned with less-than-fully informed attention to nuances between disciplines, the kinds of scholarship they produce, and pre-existing interdisciplinary alignments that might already exist and could have been built upon to create truly excellent and equitable divisions. It was not clear that departments had much, if any, opportunity to advise on possible alignments, and some are clearly distressed about the implications of being aligned and evaluated with programs that have little to do with their actual scholarship. Perhaps not much can be done about that now. But at a minimum, it seems that clarification of the scholarly reasons behind the divisions, a plan for how the departments will align and interact under the divisions, and the extent to which they will retain their own disciplinary identities and unit standards would go a long way toward helping people get a sense for what their occupations might look like in the coming years, and what to do next.

#### Reference 19 - 0.04% Coverage

Great thanks to the UPC and all associated folks for your hard work and dedication to UM. I was thoroughly impressed with both the written recommendations as well as the formal presentation yesterday. President Bodnar, Interim Provost Kirgis, and Incoming Provost Harbor demonstrated great leadership, poise, fortitude, and thoughtfulness, as well as deep institutional knowledge.

UM is long overdue for difficult, but bold recommendations like the ones you propose. It was inspiring to see our leadership team have the courage to make the hard choices and put down the shovel.

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The response in the room was rather muted and I think that speaks to the depth of preparation and tone of presentation. Your recommendations are grounded in data, well-reasoned, and presented in good faith.

Great thanks and I look forward to our future.

#### Reference 20 - 0.04% Coverage

As a faculty member of 26 years, I recognize the need to change, and I generally think that bringing together anthropology, sociology, and linguistics can be made to work. I am much less sanguine about combining the MA programs as a "Social Science MA/MS" because there is no market for this degree. The renaming will cause grad student numbers to plummet, and cost UM precious in-state and out-of-state students. Currently, Anthropology has about 90 grad students, so it is a large program within CHS. Most of those students are either archaeologists, for whom "anthropology" in their MA degree is a professional requirement, or Biological/Forensic anthropology students, whose focus is not even social science. This is not simply a marketing issue, or a need for "concentrations"---it would derail the program, indirectly including the Ph.D. Because it would cost UM money rather than save resources, it should be set aside. I would be happy to talk with any committee member about the issue if that is helpful, although I know the Chair (Dr. Thibeau) and the Grad advisor (Dr. MacDonald) are also raising this issue.

#### Reference 21 - 0.04% Coverage

Dear President Bodnar and the UPC:

We thank you for your time in building an innovative plan for UM's future to help our students succeed into the future. We have been waiting for strong leadership to implement a plan that is sound for our future. With this said, as [x] the Director of the Master of Public Administration Program we strongly support the full move of the MPA program/nonprofit minor/certificate to the Baucus Institute. This will set us apart in the region to become the premiere public service education to provide leadership skills for public service and nonprofit professionals. It will also better align us with national models so we can compete for the best and brightest faculty, staff, and students (e.g. John Glenn School of Public Affairs; Panetta Institute for Public Service). Data from our accreditor clearly shows, nationally, that MPA programs are either standalone or housed within an institute. This reorganization propels us forward by providing administrative efficiencies, innovation, and most importantly, a stronger curriculum to best serve our students. We are excited what this synergy provides for our students, a space for practitioners and students to learn together, enhanced training in Indian Law/nonprofit, international public service expertise from Senator Baucus, applied learning experiences (e.g. UM Big Sky Poll, Baucus DC Fellowships) to name a few. We thank you for the opportunity for long-term stability in the Baucus Institute to best serve our students, the state, and the region. Public administration is an integral part to our state's decisionmaking and we will continue to work hard to provide a public sector education for our students and UM to succeed into the future.

#### Reference 22 - 0.04% Coverage

It's ironic that the astonishing proposal to cut 6 FTE from the English Department would occur on the very same day we learned that one of our graduates was awarded the Pulitzer Prize in Literature.

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I must begin by saying that my comments do not in any way represent a cliched, knee-jerk defense of my own department and discipline. The English Department has readily and openly participated in all institution/administration-led initiatives through the years (strategic plans, etc.), we've revised our curriculums to better meet the needs of the University's students (to allow for more interdisciplinary possibilities, etc.), we've endured a steady depletion of resources and faculty while remaining the 3rd largest major on campus, we've pursued the administration's wish for more online teaching (ironically, if the proposed cuts were to play out as proposed, the University could stand to lose one or two of its most innovative online teaching proponents in the humanities, and this at a time when a new Provost is entering with a strong commitment to expanding online teaching), etc.

It's extremely distressing to learn via the just released proposals that any combination of faculty, administrators, and members of the campus community could imagine a U.M. without an English Department, but that's very nearly what's being communicated with the proposal (and apparent administration endorsement) to cut 6 FTE (and in a broader way -- mindful of the additional cuts proposed in Liberal Studies and Modern & Classical Languages and Literatures -- what is being communicated by the proposal to see more than 25% of the total FTE cuts assigned to the areas of literature, language and culture?). Part of this may trace back to the continuing inability of the campus community and administration to understand the difference between the Creative Writing and Literature programs (as well as the interdependence of the two programs). Another part of it may suggest an undervaluing of the English Department's enormous contributions to General Education on our campus, as well as our essential role at the heart of the University's broader writing initiatives across the full campus. Still another part of it may be the result of opaque and quite possibly errant data calculations that appeared during the prioritization process, which may have wrongly exaggerated enrollment and/or cost determinations by, among other things, collapsing Creative Writing and Literature numbers.

It boggles the mind, really, to contemplate squaring any lip-service paid to the liberal arts (and this institution's proud and accomplished history in this regard) with these particular proposals. To propose to cut English in this way is to capitulate to the most utilitarian, short-sighted, and regressive energies and trends in our country at this moment, and this, ironically, when the state of political and social discourse reveals the fostering of critical thinking, empathy, reasoned argumentation, and expressive capabilities to be more crucial than at any other point in our nation's history.

#### Reference 23 - 0.04% Coverage

I support Recommendations 1.D and 10 to give the MPA program a stable, sustainable home of public policy at UM in the Baucus Institute at the School of Law. Prior to my academic appointment as a law professor, I have worked at every level of government and with both national and local nonprofits. In my practice and scholarship I recognize the powerful affinities between law and policy, and the critical need for these skill sets in today's world.

Bringing and growing the MPA program within the School of Law presents an opportunity--unique in this region--to project UM's law and policy programs across the state and place graduates in impactful careers. More than 80% of Montana law graduates find full-time, long-term legal or other professional jobs, more than 90% of them staying in Montana to serve our business, government, and nonprofit sectors. This complements the increased demand for public administration graduates, with the recent

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DLI Workforce Study reporting that such jobs are both undersupplied in Montana and among the highest paying positions for recent graduates.

No wonder, then, that the JD/MPA joint degree has doubled in enrollment this year alongside the increasing collaboration of faculty in both programs, or that MPA students have enrolled in the JD program after taking cross-listed courses. The interdisciplinary rewards of this increasing collaboration are clear: students are taking UM JD and MPA degrees into environmental enforcement, Indian social services, the state justice system, local politics, and beyond; as a faculty member in public law on a small faculty, I see as many or more opportunities for collaboration across programs than within my own.

With the resources and autonomy the MPA Program will enjoy in the Baucus Institute it can become the foundation of the Justice, Policy & Public Service Community of Excellence. In turn, it will serve as a stronger platform to build that community across disciplines on campus: from the Division of Environmental Science & Sustainability at the South End of Campus (drawing on both programs' strengths in natural resources law and policy), to the Cultural and Politics Divisions on the Oval (drawing on their ethical and social scientific inquiries), to Business and Entrepreneurship on the West End of Campus (translating marketing and information systems into the public sector, and transferring organizational and regulatory insights back across the street), to the Arts on the North End of Campus (capacity building in the nonprofit arts community supported by our robust faculty in cultural and intellectual property and tax law).

In my seven years at UM this partnership is the deepest and most collegial interdisciplinary effort I have witnessed, let alone participated in. The JD/MPA collaboration has broken down barriers and widened horizons for faculty and students alike. Please recognize the promise of this partnership by bringing the MPA to the Baucus Institute.

Reference 24 - 0.04% Coverage

The strategic direction of UM, based on UM's mission statement, and underscored by the president, is rooted in the fact that UM's founding and historical identity is the liberal arts education. In other words, this identity depends on the strengths of the areas of learning that cultivate general intellectual ability rather than technical or professional skills. Liberal art is a synonym for humanities. Literature, languages, history, and philosophy are the primary subjects of liberal arts. And yet, in the current "Strategy for distinction" it is precisely these areas that should sustain the most radical FTE and program reduction. Straightforward formulations are essential to any strategic vision. I expect from UM President to both protect and develop the liberal arts core of this institution, or to say clearly and openly that he plans to eliminate it.

Reference 25 - 0.04% Coverage

As faculty in the Japanese program in Modern and Classical Languages and Literatures, we write to ask for clarification of the status of the Japanese major, and to emphasize the unique contribution that the Japanese major makes to campus as an argument for retention of the major in its current form.

The draft recommendations presented on 4/18 state that existing language majors French, German, Spanish, Russian, and Classics (as well as "Area Studies") should be discontinued. However, Japanese was not mentioned in this list. Given that the recommendations state "it is the intention to maintain all other

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degree offerings in the areas listed above,” we seek clarification as to whether the intent is to maintain Japanese as a discrete major, or if the omission was made in error.

In either case, we urge you to maintain the Japanese major in its current form rather than re-designing it as “Asian Studies . The existence of a stand-alone Japanese major reflects UM’s unique history with and ties to Japan, as exemplified by the Karashima Tsukasa Endowed Professorship in Japanese, and the legacy of Mike Mansfield, arguably UM’s most prominent alumnus. Retaining the major would offer a point of regional distinction against MSU (which has an Asian Studies major but not a Japanese one, offers fewer specialized courses, and provides a lower general level of training) and would also recognize the cross-campus contributions of the Japanese section in particular.

As examples of cross-campus contributions, in addition to study abroad, the Japanese section has also offered unique opportunities such as the Kakehashi Project (organized by the Ministry of Foreign Affairs), a study tour that in both 2017 and 2018 took 46 UM students from across the campus to Japan at no expense to the students or the University. The success in the Kakehashi projects led Executive Director of the Mansfield Center, Abe Kim and Michihiro Ama to facilitate a meeting between a Special Advisor to Prime Minister of Japan and the Governor Steve Bullock on April 17th 2018. Vibrant ties between UM and Japan are also apparent in the visit of Kumamoto Prefectural Governor Kabashima Ikuo and Kumamoto Prefectural University President Hando Hideaki in November 2017 to celebrate the 35th-year anniversary of the Montana-Kumamoto sister state relationship, which included a large ceremony at Missoula Children’s Theatre.

Re-fashioning the Japanese major as a blanket “Asian Languages” degree would compromise a successful and dynamic program that is extremely efficient in terms of SCH vs. faculty cost, and runs the risk of losing support from sources such as the Japan Foundation, Kakehashi Project (which has brought about \$200,000 for the past two years), and Consulate of Japan. We therefore urge the retention of the major in its current form.

Sincerely,

Reference 26 - 0.04% Coverage

I like the proposed reorganization and I appreciate this bold but badly needed move.

We can absolutely streamline the core curriculum while maintaining a strong liberal arts core. If we do this strategically, then students can have a clearer path to graduation equipped with the critical thinking skills our society so desperately needs.

Make these hard choices and let’s move forward.

Thank you!

Reference 27 - 0.04% Coverage

\* I support most of the proposals for reorganization, which seem logical based on overlapping areas of study, and based on the need for efficiency in administration. The consolidation of the language and communication fields is particularly strong.

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\* Although I am generally skeptical of the argument that such consolidation will promote interdisciplinary work, I do see this reorganization as potentially helping there - particularly in the Division of Cultural, Environmental, and Sustainability Studies.

\* The term "Exploratory Studies" strikes me as unnecessary and a little silly. Is there not a way to give students time to choose a major and take diverse classes without creating such a transparent label.

Reference 28 - 0.04% Coverage

Although it is not my department, I work extensively with the department of Chemistry and Biochemistry. I know that many/most of them would be naturally more aligned with the Life Sciences division than a proposed Physical Sciences division. The undergraduate and graduate programs in Biochemistry are taught roughly equally by faculty from DBS and from Chem & Biochem.

I also am familiar with the Neuroscience program, and most of the teaching for this program comes from faculty in Biology and some from Psychology, so I feel it belongs within CHS.

Reference 29 - 0.04% Coverage

Excellence in our Music department is not only a traditional strength of UM, Missoula is ever-increasingly known as a music hotspot. Our local public schools do an extraordinary job of fostering strong music education, and it is important to make UM the obvious in-state destination for them so they can continue their musical development. Furthermore, UM's music programs are one of the most visible outreach activities to the community. This is invaluable publicity for recruitment as well as fundraising. Even though I am not associated with this department, I think it is shortsighted to do anything other than invest more in our Fine Arts, rather than make cuts.

Reference 30 - 0.04% Coverage

Greetings and thank you for reading this.

I understand that UM needs to cut \$5M and that it's gonna be painful. I write regarding the 1.0 FTE cut from UM Dance Program, I request that you look beyond the data and consider the Dance Program's standing and outstanding accomplishments, numerated here:

1. UM Dance (and thus UM) enjoys a strong National reputation and is well regarded by peer institutions. As stated by outside Program Reviewer Brent Schneider, "While Missoula may be tucked away in a beautiful corner of the state, everyone in the academic dance community is well acquainted with your [dance] program, the talented students, and strong faculty" (April 2017).
2. March 2018, the University of Montana Dance Program bolstered its standing as one of nation's most decorated institutions with an unrivaled showing at the American College Dance Association (ACDA) Northwest Regional conference. In addition to having both of its dance pieces selected for the conference's Gala Concert, the adjudicators chose one of those performances to represent the entire region at the esteemed John F. Kennedy Center for the Performing Arts in Washington, D.C., June 7-9, 2018. This is the second consecutive year the UM Dance Program has had both of its pieces selected for the event's gala concert. This also happened in 2012 and 2010. UM's recognition is notable in light of the presence of much larger institutions, such as the University of Utah, University of Oregon,

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Brigham Young University and the University of Colorado in Boulder, which hosted the conference. UM's overall strong showing and especially its Kennedy Center selection amounts to a "Final Four" run by a program with a reputation for overshadowing bigger schools.

3. UM Dance faculty are published authors, national/international presenters, and highly regarded as national leaders in their research/creative work.

4. Our numbers of majors are trending significantly upward, seen by our larger freshman and sophomore classes. . . and. . .our General Education courses are sought after by students across campus for a much-needed respite and release from the rigors of college life. UM Dance offers health and healing strategies to UM students and helps them to take care of their bodies throughout their university years. The Dance Program promotes self-care, fitness, mindfulness and we demonstrate how to live a satisfying, true, artistic life.

5. From 2002-2016 UM Dance has had 4 full-time tenure track faculty. In 2016, the School of Theatre & Dance, facing budget issues, agreed to give up a .5 faculty position, with the plan to restore it to full-time in the near future. This left us with 3.5 faculty. The UM Strategy for Distinction recommended cuts for dance that eliminate another faculty line that cuts us to 2.5 faculty. This is insufficient to meet the needs of both the BFA/BA in Dance and the general education students we serve. Cutting a faculty line will ultimately lead to serving less general ed students and most likely a loss of the BFA in Dance. Loss of the BFA means the program will no longer attract serious dance students. These potential UM dance majors will have to pursue a dance degree out of state. We are Montana's only program offering degrees in dance. Why give that up?

6. Over the past 4 years, cuts at UM have hit UM Dance harder than any other program in the CVPA. UM Dance has seen the laying off of adjunct instructors, musical accompanists, a .5 FTE Tenure Track faculty line, and our .5 dedicated Administrative Staff. The program has been reduced to bare bones, unable to survive the loss of a fulltime tenure track faculty line. Another faculty loss is not sustainable.

7. UM Dance interacts more consistently in the community, on interdisciplinary pursuits, than any other program in the CVPA. Our student dancers are visible in Missoula and statewide schools, galleries, coffee shops, fundraisers, receptions, non-profit organizations, festivals, conferences, First Fridays, Farmers Markets, Parades, and more.....and we consistently represent UM . in traditional and social media in positive, enthusiastic ways, through stunningly beautiful imagery and motion.

8. Why not invest in the current (3.5 FTE) innovative faculty and invite us to contribute more visibly to UM's exciting new mission. Have you seen our photographs and video? Invite us in. We are poised to be part of UM's exciting new directions. As faculty retire, please replace us. We don't cost much. We can be of service to UM in social media, websites, commercials, fundraising and recruitment. We are a cohesive faculty with innovative ideas. Our students are enthusiastic to collaborate. UM must look beyond the data , and embrace the full faculty and students of the Dance Program! We fit the new directions President Bodnar is presenting and I think you'll be surprised how useful we can be.

## UM Strategy for Distinction: Feedback

### What is your comment about a program or college?

9. We are inclusive. Students from diverse backgrounds (majors, minors, non-majors) study dance as a method to honor diverse cultures and multiple aesthetics that arise when varied bodies, cultures and subcultures make art. Diverse ages, races, genders, abilities, ethnicities and sexual identities inform our practices. Diverse approaches to educating, choreographing and performing are taught without hierarchical ranking. Dance bridges difference and enables better communication. Students acquire global dance language through practical (i.e. African and Irish Dance Forms) and research-based courses (i.e. World Dance). Through performance, touring and community engagement activities, Dance Program students and faculty reach, on average, 9,623 audience, school children and community members/year.

10. The Dance Program serves as a tremendous resource of dance expertise as we contribute to the cultural, artistic and educational climate of the campus, community, state and region. Our curriculum provides students with a solid foundation in the creative, critical, applied and theoretical practice of dance.

11. The reach of the Dance Program is measured through alumni surveys: "I majored in Forestry and studied dance as a minor. It saved my life in college. I got to have a creative outlet and release all my stress."

. "Having studied in [d]ance was the best decision I have ever made in my life, as it not only set me up for success in a world where it is currently extremely hard to get a job, but it set me above all other applicants who applied to the same job... Within a year of graduation I made more income than most of my family members."

. "UM Dance truly set me up for success. I currently teach, choreograph, write grants and perform professionally."

. "While I did not end up with a career in dance, the discipline, open-mindedness, team-work, creative problem-solving, critical thinking and editorial skills I gained have been utilized through my work in political organizing, marketing and now owning my small business."

. "With my BFA, I have been able to take my choice of jobs around the country. Currently I work as a dance teacher in a public charter school, a position which is in high demand around the country, but has almost no qualified applicants."

#### Reference 31 - 0.04% Coverage

Please re-consider grouping WGSS, African American Studies, Native American Studies, and philosophy into a division with environmental and sustainability studies. First, the proposed division title makes only passing mention to the aforementioned disciplines: the naming creates confusion. Second, although many of these fields have great interdisciplinary connections, the organization stifles the strength of our cultural studies programs and the environmental and sustainability components overwhelm the rest of the division. Many students interested in WGSS, African American Studies, Native American Studies, and philosophy might be turned off b/c they will feel compelled to connect their interests to environmentalism. Please accurately represent the importance and independence of WGSS, African American Studies, Native American Studies, and philosophy by allowing them to exist in their own division.

#### Reference 32 - 0.04% Coverage

"There will be faculty reductions in areas where programs remain intact but faculty resources do not currently align with student demand.'

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

Our department faces many competing demands. One ongoing challenge is finding and keeping quality faculty. Salaries at the University of Montana are below the national average, and this disparity is particularly strong for economists. According to a salary survey conducted by the College and University Professional Association for Human Resources in 2015, the average salary for new Assistant Professors in Economics is more than \$90,000. The average is over \$100,000 at large public universities. Last fall, the US Military Academy at West Point advertised an open position for an Assistant Professor with a salary range from \$102,913-112,492. The lower end of that range is more than \$25,000 above what we have offered to new hires.

Because our salaries are not competitive, we are forced to find creative ways to attract and keep faculty. And our most important selling point is our Master's degree. Access to economics graduate students has increased our faculty's research productivity and opened doors to grants and interdisciplinary collaborations. In return, students get valuable experience working with data and conducting real economic research. Graduate students also serve as teaching assistants for economics and math undergraduate courses, which means that this bonus for faculty also benefits undergraduate students directly.

Let me clarify that I continue to operate under the assumption that the University of Montana values economics. Even if the funding crisis forces us to ignore the long-term benefit that training in economics provides, there are many immediate reasons why economics is crucial to UM: our undergraduate program is strong and growing, our faculty help the university win major grants, we teach classes that are required in a variety of majors, etc. Even under these constrained circumstances, the University should want to keep economics.

If that is the case, then cutting or re-imagining the Master's program may seem like a small change that will reduce costs, but it will instead lower the quality of our program substantially and increase costs. Cutting the MA will not decrease the number of courses the department must teach: because of previous reductions, undergraduate students now take MA courses in order to fill the elective requirements they need to graduate. Losing graduate students will also decrease the quality of our undergraduate courses, and the research of the faculty who stay at the University of Montana will suffer.

But most importantly, if we cut the MA program we will lose faculty, perhaps as many as four of our current seven (down from nine a few years ago). A "reimagining" of the program would likely have the same result. We couldn't hire replacements without offering a competitive salary, a lower courseload, or both. The faculty we would lose are cheap, experienced, and committed to UM.

For me, the highlight of the President's Recommendations for UM's future was the idea of designing a truly interdisciplinary Data Sciences degree. I was also happy to see support for a five-year Economics Master's program. We have a five-year degree, but because of University-level requirements, very few students have successfully completed it; I would love to see the University allow more flexibility in designing five-year programs generally. Both of these programs could be highly attractive to incoming students. But they are not substitutes for our Master's degree program: they would not provide research or teaching support. As a result, we would lose some of the faculty with greatest degree of econometric proficiency, who would be most useful in designing these new programs.

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

I am concerned about many of the cuts outlined in the President's recommendations. On the surface, the changes to our department may seem relatively minor when compared to other programs. But cutting our MA in economics would be a major change for the worse. The MA degree has been enormously valuable for students, and also for recruiting and retaining faculty. It is not free, but it is very low-cost, especially when compared to the salaries we would pay without it.

Reference 33 - 0.04% Coverage

First, Leave Journalism alone. It is a professional school and should never be bundled in with communications and the like. It may be cheaper if you do that but it will fundamentally alter or ruin this excellent (and venerable) program.

Second, who would ever think Political Science is a Humanities? It is a Social Science! I have no objection to the creation of divisions and the bundling of departments into divisions. It may save money. The governance and management of a division will be interesting to "see." However, Political Science must be placed in the Social Science Division. Eventually if "things" change, recruiting new political scientists into a Division of Humanities will be very unsuccessful. no new Ph.D. in Political Science would join such an administrative designation.

Reference 34 - 0.04% Coverage

The language majors and minors we offer in MCLL contribute directly to UM's strategic direction to "give students a well-rounded educational foundation to navigate our complex and quickly changing world." Our programs especially teach students the "important career skills" of "written and oral communication" and "cross cultural understanding." The study of languages, literatures and cultures greatly develops students' ability to "think critically, explore creatively, live ethically, and communicate effectively." Our disciplines especially enhance students' "linguistic and cultural awareness ; our students learn through "critical inquiry and analysis," and develop "intercultural knowledge and competence . Our courses contribute to the UM core by teaching students to analyse and appreciate diverse forms of human expression.

I encourage you to re-examine your decision to cut 7.5 FTE from MCLL instructional faculty. Cutting faculty who teach NINE languages runs counter to UM's "strategic imperative" to "foster diversity" and severely curtails our students "exposure to and learning from diverse communities across our region and abroad." Please consider that MCLL has a culturally diverse faculty-- half are non-American born: 3 are from Europe, 3 from South America, 2 from Asia, and 1 from the Middle East. Since FY2017 we have lost 2 foreign-born faculty, including a person of color. MCLL also has a nearly equal number of men and women tenure-track faculty.

The rationale stated in the April 17 proposal for the elimination of MCLL majors is a 44% drop in degrees awarded "across all languages". As regards French the decrease in degrees awarded from 2013 to 2017 is less than 13%. Programs with a significantly greater decrease in degrees awarded -- International Business 36%, Biology 33%, Accounting 24%, Management 24% -- are slated for ZERO cuts to their FTE! Decreased student demand is an invalid rationale for cutting the French major.

Reference 35 - 0.04% Coverage

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

Of course, nobody wants to see cuts in any academic program, but the reality is such that cuts need to be made. Having said that, my suggestion regarding the cuts you proposed for math is they be reduced, even by one, and have them be done by attrition only and not curtailment. The reasoning is as follows, math has already lost 1 tenure track line by retirement, 1 post doc lecturer line, and 2 Lecturer lines. Given that math teaches an incredible amount of SCH, the department needs its teachers. The reasoning for doing this by attrition as opposed to curtailment is twofold; there will most likely be a couple of retirements in the next couple of years so this can happen naturally and without any firings. In addition, if there are curtailments it would translate to the only 2 remaining lecturers in math losing their jobs since according to the CBA, they must go before any TT faculty go. This would be EXTREMELY detrimental to the stated mission of student success and retention. These Lecturers are a great deal financially, but even more so, they KNOW how to teach the general education courses and how to teach to that student population. It may seem counter-intuitive, but it is much harder to teach basic math than it is to teach even the calculus sequence. Losing these Lecturers would have a very negative impact on student success and retention, simply stated. Hence, while it is less than ideal to lose a couple of tenure track lines, the impact of that would not be felt nearly as much campus-wide, as it would to lose the lecturers. The Lecturers are master instructors and are able to give attention to the large number of students that they teach in ways that the faculty cannot, given the service, research and other commitments that naturally exist in those faculty lines.

#### Reference 36 - 0.04% Coverage

The Computer Science faculty is not opposed to joining with Mathematics to create a new Division, but we feel that including the Management Information Systems (MIS) program in such a division is a better fit than Economics. CS, Math, and MIS create a better alignment for the development of a new Data Science initiative/program, and combining CS and MIS would allow us to pursue a more focused and unified approach to the many opportunities currently available within the cross-section of business, entrepreneurship, industry, and technology, both locally and throughout the state.

#### Reference 37 - 0.04% Coverage

Consolidating departments only has marginal savings, and then only if it results in workforce reductions. Eliminating staff or department chair releases when department consolidations occur does not make the work go away, and I have great concern about that. For example, in CHS, if they do their major consolidations, are they eliminating 13 department/division heads and now that work is done by the remaining 10 department/division heads? This only works if they have 13 department heads currently getting pay and release for work that isn't justified. Otherwise, the "non-chair" faculty are going to be saddled with work.

In the COB, faculty teach 6 courses a year. But going from three departments each with a chair (4 course release x 3 departments) to a single department with an additional Assoc Dean, you have put 12 sections worth of course release work onto one person!!! I was a department chair in COB for seven years, and I can tell you I never worked harder in my life for that 4 course/yr release and meager CBA stipend.

Bottom line...I think consolidations need to make fiscal, efficiency, and workload sense before they are implemented. I'm concerned CHS has put this forward as a Hail Mary to avoid eliminating programs that are anemic.

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### What is your comment about a program or college?

Reference 38 - 0.04% Coverage

I'm not opposed to this suggestion, but believe that it would make a lot more sense to join math, computer science, MIS, and perhaps economics under a data science division. This would provide economies of scale in marketing, remove redundancies in current course offerings, increase the quality of those programs by providing a way to focus on unique value adds, etc.

Reference 39 - 0.04% Coverage

It is well known that numbers alone tell few truths; to make sound decisions based on data one needs more than numbers and one must not ignore the role of non-quantifiable variable. These too impact numbers. For this reason, APASP took into account data driven content as well as narrative that detailed and explained the metrics assigned to each unit of analysis.

The President's recommendations for academic programs should take into account the narrative as well as the metrics for each academic program slated for change over the course of the next three years. I'm not confident the narrative has been honored as part of developing recommendations for the future.

Though small in number of majors, Dance is a program of distinction for the University of Montana. This achievement is particularly remarkable as the program has been targeted for consistent and damaging cuts since 2013. An integral part of the School of Theatre & Dance, the Dance Program has not been granted permission to seek accreditation from the National Accredited Schools of Dance organization due to the financial backing necessary for this process to ensue. As the non-accredited component of the school, it has been simple for the CVPA and school leadership to cut from Dance over the course of the last five years (loss of .5 FTE, loss of adjunct faculty, loss of dance accompaniment for all dance practicum courses, loss of administrative associate). Dance has not had representation at a Director or Chair level, and therefore, advocacy for the program has not been represented from the unit in the past. Despite these set-backs, according to external reviewer University of Utah Professor of Dance Brent Schneider: [T]he dance program 'enjoys a national reputation for the high quality of training and education the students receive as well as the strength of your faculty members. As the only dance program in the state of Montana the university also fills an important role for your residents as well as students from neighboring states. (2017)

This last point is incredibly important. Should the Dance Program indeed lose another FTE (as detailed in the President's recommendations), the program's ability to continue to offer the only BA and BFA Dance Degree in the state of Montana will be compromised. Replication of the Dance Program does not exist in Montana. Every state in the United States of America has at least one institution of higher education that offers a BA or BFA in Dance; surely it is in the best interest of the State of Montana to continue to offer such degrees from the University of Montana to ensure its constituents have access to study all disciplines in performing and fine arts.

Regionally and nationally, the UM Dance Program is celebrated. According to external reviewer Brent Schneider's personal observation of UM Dance at the Northwest Regional American College Dance Association conference:

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[UM] students receive great accolades. [In 2017] the Adjudicators chose to honor both adjudicated works from UM by including them in the Gala Performance (only 10 works were selected from the 45 adjudicated works). UM's creative research in dance performance has been historically celebrated through the National Festival of the American College Dance Association (ACDA) at the Kennedy Center, putting UM's Dance Program in the national limelight. (April 2017)

This year, UM Dance and Theatre students continued to cement their reputation of excellence at the regional conference. Both adjudicated works were again chosen for the Gala Performance (of 42 adjudicated works), and one work will be presented at the Kennedy Center for the National American College Dance Association Festival in June. Dance is a program of national distinction.

The number of majors served also does not tell the whole story. Dance offers quality cultural enrichment through general education (26-courses), lower and upper-division courses, choreographic/performance opportunities, productions and prolific community engagement. These offerings serve both non-major and major students; 74% students in dance courses are non-majors. First-year students immediately engage with TT/T Faculty through creative research, core curriculum and freshman seminars, resulting in 100% retention. Beyond the dance field, our faculty collaborates with researchers to present collaborative creative research on a range of topics, including laws of physics, climate change, fire science and the ecosystem of rivers in Montana.

Numbers do not tell the story of the Dance Program's commitment to community engagement. We maintain the responsibility to enrich the quality of life for our community, region and state through our unique, non-duplicate programs:

Teaching Dance in the Schools directs future dance educators into western Montana schools teaching dance integration.

Dance in K-8 Education trains future public school educators to integrate movement into standardized curriculum for children in grades K-8.

SPARK!, Any Given Child Initiative; the Dance Program trains dance teachers to participate in SPARK! to help ensure equal arts access for MCPS children.

Children's Dance and Teaching Dance for Adults with Disabilities guide students to teach communities with specific needs. These classes serve over 100 community members/semester; UM students gain tangible skills to integrate dance into community.

National Water Dance Day; connects the UM Dance Program to 98 North American dance organizations to unite in site specific dance performances with movers of all ages and experience to raise awareness of performance as a vehicle for social change and stimulate awareness of the importance of water conservation.

Dance Technique students tour to regional schools performing lecture demonstrations and engaging in movement as well as roundtable discussions advocating the pursuit of college degrees and explaining holistic benefits of studying dance in higher education.

As an integral part of the School of Theatre & Dance, the Dance faculty teach Dance, Theatre and Design/Technology students and take part in organizational methods, academic affairs, review process, advising, recruitment, production, mentorship and collaboration with the entire membership of the School of Theatre & Dance. While we are a distinguished program within the school, so are the programs Theatre and Design/Technology. We are a three-pronged school, and will soon add another component, Musical Theater. We are inherently collaborative and, in my opinion, should not have been

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separated out through the APASP process unless Theatre and Design Technology too had been distinguished as distinct units of analysis.

The argument for maintaining the integrity of the Dance Program is simple; we are an inimitable, unique, distinguished program that services the entire School of Theatre & Dance, the College of Visual and Performing Arts, the university campus, Missoula community, region and state. We are a program of excellence that is in the process of growing our enrollment. Should the Dance Program be slated for yet another cut, the progress and excellence of the state's only academic dance program will be compromised and hindered.

Reference 40 - 0.04% Coverage

Subject: FTE cuts in Mathematics

I am writing to you regarding the proposed FTE reductions in Mathematics. I have two comments:

1. I will argue below that FTE reductions in mathematics are ill-advised and counterproductive. But in case FTE reductions in Mathematics will be implemented, I strongly recommend that the administration make a 2-year effort to first achieve this by attrition, using curtailment only as the last option. Going through the curtailment process would require to first fire the two remaining math lecturers and this would likely have significant negative impact for retention at UM. These two lecturers are in charge of our most important introductory math courses (M 105, 115 and 121/122/151). Teaching these courses is not easy; our lecturers each have over two decades of experience at this. In addition, they are involved in implementing the co-requisite initiative, which is expected to have significant positive impact on retention at UM (please verify this with OCHE and Brian French from the Office for Student Success). Teaching these courses (and in particular, the c-requisite sections) takes more pedagogical skills and background than teaching courses from Calculus up (which our tenure-track faculty are used to do). Without our experienced lecturers, the quality of instruction and student success in these courses would likely go down for quite some time, and the implementation of the co-requisite initiative would likely be delayed for even longer. Given the very large SCH generated by these courses, this would likely have a significant negative impact on retention at UM - something we can ill afford at this time. Using attrition instead of curtailment seems cheap in comparison. [Disclaimer: I am married to one of these lecturers, but I think this reasoning is sound, and this assessment is shared by many colleagues.]

2. But I should add that I believe the reduction is ill-advised and counterproductive. The instructional cost per FTE is actually rather low according to the Tableau data, and the demand for instruction in mathematics is very large (the data shows that Mathematics generates the most SCH, and thus tuition income) for the university among all departments at UM! Since our instructional cost per FTE is rather low in comparison with the other departments at UM, it really seems cutting Mathematics is ill-advised. Cutting instructional FTE in mathematics will result in reduced SCH and loss of tuition income.

Reference 41 - 0.04% Coverage

The proposed program changes are required to focus human and monetary resources into what is going to launch UM into the future. Programs that are "over-facultied" and "under-student supported" must be properly scaled.

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Across programs - UM leadership (Admin/Faculty/Students) has identified the areas of excellence and the direction for the university. Don't get "cold feet" now.

UM is way out front on this. If this is executed boldly it will be MSU that is left behind.

Reference 42 - 0.04% Coverage

The Environmental Studies Program is nearly 50 years old, established in 1970 which was the same year of the first Earth Day. It was established by scientists, like Clancy Gordon, who dedicated themselves to using their science in the public interest. We must retain and replace the Watson line to ensure that

Reference 1 - 0.13% Coverage

Since I became department chair in Autumn 2014, the English Department has lost 3 faculty positions due to retirements: Heather Bruce (ENT), Greg Pape (CRWR), and John Glendening (LIT). This May, David Moore (LIT & ENV) is retiring. Lecturers Sean O'Brien (Director of Film Studies) and David Gilcrest (Director of LIT & ENV) received letters of non-renewal for next year. The students in Film Studies and LIT & ENV are deeply disappointed that these programs are ending or shrinking. The loss of our ENT, LIT, and CRWR faculty lines severely limits our ability to offer students a robust curriculum in all our programs, which are interconnected.

Since 1975, the ENT program has had a stellar reputation and is home of the Montana Writing Project. We graduate highly qualified teachers and offer outstanding professional development across the state. I am the sole ENT faculty member; when I retire, there will be no faculty who can teach the undergraduate and graduate courses required for accreditation. If no one is hired to replace me, the ENT program will end--and MSU will "take over" English teacher education.

I am deeply committed to UM, the English Department, and the ENT program. I understand that the department will need to "absorb" some reduction in faculty. However, if the English Department has to account for 6 FTE within the next 3 years, the undergraduate and graduate students in all of our programs (CRWR, LIT, ENT) as well as all the students who take our many General Education courses will be deprived of a rich, robust liberal arts education.

Reference 2 - 0.13% Coverage

Whatever the overall promise of the Strategy for Distinction might be, the implementation of this document will have devastating effects on our programs in foreign language and English literature instruction. In these two cases particularly, service to the humanities will be impaired. Rather than cut either of these programs, I would like to see a renewed commitment to them, coupled with a campaign led by the administration to raise awareness on our campus in their defense. When the Irish poet, Seamus Heaney, visited our campus twenty-five years ago under the auspices of the President's Lecture Series, he spoke about a course on John Dryden that he took at his alma mater, Queen's College. That course made him a poet, he told us. With the cuts being proposed at UM, our English majors will be at risk of graduating without knowing who Dryden was. Our greatest writer, Mark Twain, developed a passionate interest in foreign language study, in large part because of his conviction that Americans were a remorselessly insular people. Foreign language study was an effective way for them to break out of their insularity, he thought. The language and culture courses taught by our faculty provide just this

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kind of opportunity for UM students. We should be strengthening their curriculum, not reducing it. Would it be worthwhile to consider launching a capital campaign in defense not only of these two programs, but of the humanities in general? We undertake funding campaigns for buildings, and there never seems to be a shortage of money for athletics. Worthy as such fund-raising activities may be, they pale in importance by comparison with the absolute necessity of protecting and enhancing the university's most precious asset, its standards of academic excellence and the rich curricular variety needed to maintain them.

#### Reference 3 - 0.13% Coverage

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#### Reference 4 - 0.13% Coverage

I am an emeritus professor of computer science who joined the department in 1983. I was chair of the department from 2002 to 2009. While I officially retired in 2009, I have continued to be involved with the department including participating in department meetings and some teaching, service, and research. I have been mentoring a Ph.D. candidate in Anthropology who just successfully defended her Ph.D. dissertation. A strong computer science department can help the university's enrollment problems and strengthen research in many areas.

If computer science is to become part of a division, it is essential that the department maintain autonomy in several respects. The department needs to maintain its own unit standards, faculty performance decisions, faculty hiring decisions, curriculum, and course scheduling. While the math and computer science departments are compatible in terms of subject matter, they have somewhat different goals at this time. The computer science department has sharply increasing enrollments and needs to hire new faculty to replace recent retirements. A major goal of the CS department is to institute a Ph.D. program, and collaboration with the existing math Ph.D. program can be beneficial for both departments. When I was chair, I helped set up a CS emphasis in the math Ph.D. program, and the

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CS department is looking at expanding this option. However not all potential Ph.D. advisors and students are compatible with a math oriented degree.

I do not see the economics department as a good partner with computer science and math in a division. The current economics department faculty have little involvement with computer science or math, so I think it is more appropriate to consider economics as a social science. The department has discussed possible partners for the department in a division, and we feel that the MIS (Management Information Systems) would be a reasonable partner. Math, MIS, and computer science are already involved in data science programs, and this should continue and perhaps data science can be expanded to include other innovative areas like machine learning and security. Many MIS students would benefit from taking additional CS courses, and the CS department will be encouraging MIS students to take a CS minor.

Reference 5 - 0.13% Coverage

Thank you for asking for feedback.

The proposed elimination of 1 FTE in Environmental Studies is not warranted by the data; rather, it appears to be simply a matter of convenience because Dr. Vicki Watson has retired. We clearly need an environmental scientist on our faculty, as it is core to the interdisciplinary nature of our program.

Environmental scientists started EVST out of a concern for the degradation of our environment. Faculty across all science disciplines recognized that we, as a state and nation, needed to do something and that the traditional disciplines were simply not up to it. That was nearly 50 years ago. They felt that the message of science needed to be made accessible to the average citizen so that she/he could make meaningful decisions in our democracy. That required a program grounded in science filtered through an understanding of public policy making, human behavior, and society.

Campus reviews consistently rank EVST among the most productive at the University. The proposed cut - combined with naming another unit on campus "environmental science" -- is deeply problematic because it will weaken our program considerably, creating confusion among prospective students (which has already happened in the last two weeks). I find it really difficult to understand why you want to cut one of the best programs at the University of Montana.

Please reconsider your proposal. We need to be able to hire behind Vicki Watson to keep our program vibrant.

Reference 6 - 0.13% Coverage

We in the Russian program would like to respond to the proposed changes to MCLL and to the proposed cuts in FTE. As we are already teaching overloads and attending 5-6 additional hours of meetings every week, we do not have time to properly address all of our concerns in the short time frame we've been given.

First, we want to reiterate that there were problems with the data the UPC used with regard to our department. In 2013 our first-year classes were worth 5 credits; after that they decreased to 4 credits. This explains some of the loss of SCH. Also, although the number of our majors peaked in 2013, please

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### **What is your comment about a program or college?**

note that we are slated to have that same number of majors next year. No one has asked about next year's projections.

Next, we would like to stress that we are globally-relevant, award-winning, interdisciplinary, and efficient. Our program exists with only two (inverted) tenure track faculty members. We are inexpensive. On top of that, we are remarkably successful. Nationally, we've put UM on the Russian Studies map. We're the only Russian program in the state and one of a small few in the Northwest. Our faculty have won a national teaching award and UM's distinguished teaching award. Our focus on student success has been particularly rewarding. Our national Slavic organization's website states: "The success of UM Russian students over the past 5-7 years speaks volumes, particularly given that the Russian section consists of only two tenure-track professors and an adjunct instructor. Over this period the UM Russian program has produced five Fulbright recipients, a Boren scholarship winner, a healthy number of CLS recipients, and a good number of awardees each year in the [ACTR] Essay Contest. It has also seen its graduates accepted to top-tier graduate programs." (AATSEEL) Since this was published, just this year we've had three additional national awards: a \$20,000 Boren scholarship, a \$3,000 Gilman scholarship, and an award in the annual national essay contest through the American Council of Teachers of Russian.

Below are some additional facts to consider before doing damage to our program:

\* Out-of-state students come to UM specifically for our program. According to the UPC's data, 30% of our students come from out of state, which appears to be one of the highest percentages of UM programs.

\* Russian is one of 13 languages designated by the State Department as "critical." UM offers only four such languages and only two, including Russian, constitute a major.

\* Approximately 60% of our students/alumni study or work abroad

\* Approximately 60% of our students go on to graduate or professional schools, including PhDs in Slavic at UC-Berkeley and USC, and MAs at Johns Hopkins.

\* We have numerous ROTC students and veterans using the GI Bill.

\* We bring in money and fund our adjunct ourselves. Together with Global Engagement we administer UM transcripts for a program in Kyrgyzstan, bringing in ~ \$10,000/yr.

During the initial APASP review Russian was possibly the only program in the college that was rated above an 8.0. The average score for our program was 8.067 with a variance of .9 (8.1, 7.6, 8.5). When the Task Force first voted, our program received more votes for Category 1 than it did for Category 2. Because the total number of initial votes did not equal 12, however, the Task Force didn't place us on the consent agenda. Discussion was not over when the timer went off at 2 minutes and they voted not to discuss it any further. The result of the revote was 5 for Category 1, and 7 for Category 2. Although there were flaws in the general review process, including a lack of inter-rater reliability, our reviewers found common ground in ranking us extremely high. Due to the compressed timeframe of the prioritization process, proper discussion of our program was cut short.

## UM Strategy for Distinction: Feedback

### What is your comment about a program or college?

It is impossible for us to increase our student numbers or do meaningful research with only 2 FTE. For years we had a small bit of adjunct support (teaching one first-year Russian language course per semester), which allowed us to offer two sections of Russian 101. We have lost our adjunct and are now scheduled to teach overloads. We hope that UM's leadership will see that a small program such as ours (globally-relevant, award-winning, interdisciplinary, efficient) can be worthy of investment.

Here, in brief, is what our reviewers noted about UM's Russian Program:

- \* alignment with the core values of the UM2020
- \* uniqueness as the only Russian program in the state and one of a small few in the region
- \* Russian's designation as a "critical language"
- \* an "interdisciplinary leader"
- \* high degree of the success of our graduates
- \* faculty's impressive service record
- \* faculty's teaching awards (national and UM-wide)
- \* strong efficiency

A few comments from a recent alumni survey also speak to the exceptional quality of our program:

- \* It is, simply put, one of the best Russian undergraduate programs in the country.
- \* One of the treasures of the university."
- \* I did a lot of research before deciding on UM's Russian program. I chose it over Harvard. It was one of the best decisions I ever made.
- \* If it were not for the program, I would have never attended UM.
- \* The professors are undoubtedly the best professors I have had in my academic career."
- \* I started my undergraduate experience at Bates College [and] I found that the Russian department at UM was far superior."

Thank you for your careful consideration of the future of our program.

### Reference 7 - 0.13% Coverage

1. Name change to School of Visual and Media Arts: visual arts are sometimes understood to be just that, perhaps "perform" should be part of this title to encompass the whole program.
2. This will be a long comment, that may not be of help, but I feel the need to express my personal bias towards the dance department. I realize all departments on campus are facing these issues, but here it is from my perspective.

I grew up on this campus ... mostly gravitating toward the south end, my degrees are from that side too ... cell bio and plant ecol., tho' I took classes on the other side, including creative writing and NAS and etc., I NEVER once took a dance class. I learned dance elsewhere, and was asked to teach a class on campus because of my specialty in African dance. I have taught an Autumn semester class and Wintersession classes for a lot of years now and I have come to see the dance department as a very committed group of women who go above and beyond what is called for for their students. Not only are they committed to their students, but they are committed to their community, and committed to training their students to be engaged and engaging with the Missoula community through dance! Our dancers get an amazing education not just in jazz, ballet, modern, etc., but are taught pedagogy and world dance, and are able to participate as interns in classes for differently-abled folks (New Visions dance class) and children's dance classes, and take classes for dance in elementary education. Our

## UM Strategy for Distinction: Feedback

### What is your comment about a program or college?

students have performed exquisite work and created brilliant choreography, as well as excelled at working with guest artists--to noted acclaim, as they have garnered recognition more than once with the ACDF (e.g. <http://www.umt.edu/outcomes/>) and and UMCUR (<http://www.umt.edu/outcomes/>). Our alumni have gone on to perform, teach, and create works of art all over the world.

I have also come to see how important arts education, and particularly dance, is for university students. It is valuable in cultivating creative thinkers and problem-solvers and hard-working citizens. As an 'outsider' scientist-type looking in, initially, I got to learn and experience the process (much like a lab with lots of experimentation/trial & error), the dedication to hours of rehearsal and performance, and the work that students do together to create art (communication skills are important!). My classes and many of the other classes are filled with students from all disciplines on campus, who are there for education, exercise, inspiration, and go away with innovative solution-creating skills, lessons in and appreciation for diversity, and empowerment.

The UM Dance program is the sole collegiate Dance Program in the state of Montana, and one of the few programs to offer BFA and BA degrees with a dance concentration in the northwest region of the US. The Dance Program has already had damaging cuts, and further cuts will severely compromise the ability to offer quality academic degrees, and position Montana to be the only state in the union failing to offer academic degrees in dance. We stand to lose a lot of students if dance is not maintained and nourished.

I think it is important for you to know that, as an adjunct, I love teaching and know that my classes fully support the mission of the dance department to give students a quality education. I also see how students are engaged to understand their world more fully--through instruction, and background information, and through their bodies. I am able to also offer opportunities to students to engage with their community through performances and volunteerism.

FYI--when I'm not teaching on campus, I work with various organizations in Missoula teaching music and dance, as well as still working in the sciences. I have worked for 25+ years with private and public schools around the state, the SPARK! program, The Center for Music by People with Disabilities (pre-K-12 and adults in Missoula), CoMotion, and others. I have organized numerous community workshops/presentations, performances, and festivals. The Montana Arts Council has awarded me an Artist's Innovation Award and MT Teacher Leader in the Arts qualification. The UM Dance Program has had a very big hand in helping me on this path!

Reference 8 - 0.13% Coverage

Response to UM's Strategy for Distinction and to the recommendations for restructuring from the Department of Modern and Classical Languages and Literatures

- 1) Concerning cuts in FTE for MCLL: context and response
  - \* Between 2013-2017, MCLL has lost 6 FTE: in Classics, Spanish, Chinese, and French, not counting 3 more we are losing this academic year in Spanish, French, and Japanese.
  - \* In the last 2 years MCLL instituted curricular and SCH changes, which included a reduction in the number of credit hours for lower-level language courses (reduced from 5-4 and 5-3 SCH for some languages). Although in many courses the number of students actually increased or only declined minimally, within the UPC and Provost's analysis, however, these curricular changes were interpreted as evidence of declining enrollment and lower demand for these courses. The data did not reflect actual student enrollment numbers.
  - \* The curricular changes impacted the data, which should be recalculated, normalizing curricular credit changes, since these lower level courses represent a significant portion of our total SCH totals.

## UM Strategy for Distinction: Feedback

### What is your comment about a program or college?

- \* As Interim Provost Kirgis stated (in our dept. conversation with him on 4/26/18), the administration has an interest to maintain and support a “robust” language and culture program. In order to do so, more FTE cuts will be detrimental to our efforts of restructuring and implementing innovative courses, while we are also continuing the courses that need to be taught for our (current) students who are minoring, majoring, and taking language classes for their general education requirement.
- \* There is a misconception that our department only offers language classes. We do much more. Indeed, each language section offers courses in the target language and in translation on respective cultures, civilizations, literatures, and on issues of diversity, media, environment, and important global events.
- \* The majority of these (existing) courses at the 100-and 300-level fulfill perspectives for our current general education requirement.
- \* We direct faculty-led study abroad programs, and facilitate and support study abroad students who are planning and preparing for study abroad.
- \* Students in UM’s international exchange programs need a minimum of four semesters of college-level coursework to be able to participate in an independent study abroad.
- \* Study abroad should be counted in FTE calculations, which is not done currently.
- \* A large number of MCLL courses in various languages were structured as interdisciplinary courses and cross-listed with other units until cross-listing was removed. This has led to a decrease of students taking our classes.
- \* Students interested in UM who want to combine their interest in language and culture with another major might then choose to go to MSU, especially if MCLL is further diminished.
- \* The majority of our students are double majors in English, Music, Political Science, History, International Business, Journalism, Communication Studies, to name a few.
- \* Students who pursue teaching certification at this campus need a certain proficiency in their target language.
- \* Discontinuance of several language majors and consolidating into one major with specialization in a language, and a changed core curriculum as part of a restructuring effort for the whole department should not be a reason to add extra FTE cuts. The data suggested MCLL lose 5.5. FTE and 2FTE were then added, according to Interim Provost Kirgis.
- \* UM is Montana’s flagship university for foreign language education and a liberal arts education dedicated to include international content. We offer a variety of interdisciplinary courses and events and invite international scholars and speakers to engage our students. We were instrumental in creating the new European Studies Minor, which is inherently interdisciplinary. We heartily welcome the opportunity to work more collaboratively with other units.
- \* We have talked to the Defense Critical Language and Culture Program in the past, but collaboration is difficult. The DCLCP has greater financial resources for instruction; they teach far fewer students per instructor; and students receive instruction in the target language for many more hours each day. Their students are professionals who are paid to study the language; they are also motivated to learn by an eminent work-related need.
- \* Studies by the Modern Language Association (MLA) show that crucial for ensuring a quality foreign language education and retention of students depends on staffing programs with instructors who are tenured or tenure-track faculty members who have institutional support.
- \* Since we are the flagship university in Montana the proposed cuts will diminish our efforts and reduce our student population, decrease retention and enrollment further.
- \* Eliminating 7.5 MCLL faculty in the near future may save UM money in the short run, but could have catastrophic financial and social consequences for UM in the long run.

## UM Strategy for Distinction: Feedback

### What is your comment about a program or college?

We, the members of the Department of Modern and Classical Languages and Literatures, therefore, ask you to re-examine your proposal to cut 7.5 FTE from our instructional faculty.

#### 2) MCLL response to the restructuring recommendations

We also ask you to re-examine the recommendations for re-organization of our Department, and we ask you to take into consideration the time-line for such a restructuring.

\* The new mission statement resented by Pres. Bodnar states that “[w]e shape global citizens” and “expand the frontiers of knowledge to tackle the world’s most complex challenges.” However, students must first understand the world from a multidimensional perspective gained by studying, immersing, and learning about other languages and cultures as offered in our Department.

\* Our department’s work connects strongly to the Key Strategies For Distinction of the Liberal Arts Education and the different ways of communicating, creating, knowing, and living. Our work also connects to the UM Communities of Excellence in regards to the dynamic fields of communication, environment, business, and public service. Our curriculum speaks to these areas and, further, it includes learning intercultural awareness and competency (“Ways of Living”) in very practical terms (language classes), as well as in more theoretical ways as part of reading, writing, and critical thinking. Our students gain knowledge and appreciation for place, including the global communities we connect our students to (“People and place”).

\* Learning and mastering a foreign language is a very experiential undertaking and challenges students to draw “on diverse traditions and methods of thinking” (“Ways of knowing”). Linguistic and cultural awareness are integral to our departmental mission (“Ways of Communicating”).

\* Diversity is at the heart of this undertaking.

\* Our department is deeply rooted in the old and new and evolving concepts of a Liberal Arts education that is core to UM’s mission.

MCLL has suggested innovative ideas in the opportunities section of APASP last fall (2017) that we want to expand on and recommend for future changes.

We recommend a new name for our division or department: World Languages and Cultures.

\* We would offer one major in WLC with concentrations/specialization in the respective languages, as well as minors in the languages (“BA in WLC with specialization in Spanish”, for example).

\* Interdisciplinary minors that already exist should be continued: Latin American Studies, European Studies, Russian Studies. They are highly cost-effective.

We would offer the following core courses as part of this restructuring that all our majors would take:

\* FALL (a Freshman Seminar type of class): 100 level: 1 core course as first year gateway = Gateways to the World/Introduction to World Languages and Cultures; 1-3 credit class (potentially team taught). This would entail approaches to language learning, address professional training and success, gaining (inter)cultural knowledge, exploring career options, introducing research tools; all important skills for a successful UG education as well as for work and life beyond college.

\* One 3rd year thematic or topical class team-taught by 2-3 faculty from different language areas. This core course would be a common thematically-driven course to be taken by all WLC students regardless of language or area focus. This course would pursue key issues across different national contexts. Potential examples include:

o Global Perspectives on the Environment and Sustainability

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- o Migration and Borders (studying the experiences of transnational and diasporic communities in e.g. France, Germany, Latin America, and the US)
- o State Violence and Acts of Resistance (exploring state treatment of dissident groups in e.g. Russia, China, Imperial Japan, and prewar Germany)
- o Language and Translation (learning about translation studies, translation projects by major writers, and translating texts from different genres as practice)
- o Language, Linguistics, and Communication (studying language learning from a communicative and linguistic approach)
- \* One 4th year level core course would be a capstone class with a practicum or service component, and a research-related special topic.

In general, we will incorporate in this restructuring project the following:

- \* Hybrid classes with an online component and long distance classes.
- \* Online Culture courses are already becoming available (GRMN 106 and Russian 105, for example) and we hope to expand in this direction.
- \* Offer online courses on various aspects of foreign cultures and adopt e-tools, such as ePortfolio, which can “enhance,” “document,” and “showcase” student’s learning.
- \* Study abroad will remain; some languages are re-examining and revamping their programs to fit the needs of the students.
- \* Connected to the new foundational courses as outlined above, students would then pursue language training and culture courses appropriate to their chosen specialization. This new structure promises to enhance student performance in a number of ways:
  - a) The creation of a sense of cohort and identity for WLC students (and better retention), as distinct from the currently disparate MCLL language majors;
  - b) The development of global competency, allowing students to think about key issues of 21st-century global modernity across multiple national contexts;
  - c) A broader theoretical grounding for students while they are pursuing their specialization.

By bringing together faculty with common thematic and research interests, the proposed WLC core courses also enhance faculty collaboration and efficiency across the department, foster student retention, while continuing to offer existing outstanding opportunities in the target languages and about the regions we teach. In order to thrive, Montana needs opportunities for our young people to become global citizens and thinkers, and to develop strong 21st century skills that are transferable as new technologies rapidly change our world.

### Reference 9 - 0.13% Coverage

I am deeply concerned that the proposed elimination of 1 FTE from the Environmental Studies Program will have severe negative consequences for our ability to recruit, retain, and educate our students in the interdisciplinary focus of Environmental Studies (EVST). The FTE line being eliminated is our Public Interest Environmental Scientist, a line currently open due to the recent retirement of Dr. Vicki Watson, who held this position for 35 years. EVST is built on the intersection of three academic pillars: the environmental sciences, environment policy and social sciences, and environmental humanities. Our #1 stated priority in the Sept 2017 APASP report, repeated in a formal request to President Bodnar in February 18, is for authorization to hire a replacement for Dr. Watson, as the Public Interest Environmental Scientist position is critical to our mission. EVST should not have an estimated 1.0 FTE faculty reduction, based on our APASP Report rankings of Priority for Growth and Development. Any

## **UM Strategy for Distinction: Feedback**

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FTE reduction would affect both our BA and our Master of Science Programs, as all our faculty split their team equally between both degree programs. Removing this line effectively removes one of the three legs of our interdisciplinary program in both the undergraduate major and the graduate degree.

Reference 10 - 0.13% Coverage

The Faculty in Environmental Studies (EVST) are pleased that “Environment and Sustainability” has been named one of the six “communities of interdisciplinary excellence , as this has been the heart of EVST’s mission for nearly 50 years. In terms of the proposed reorganization of the University into divisions, however, the EVST faculty believes no division should carry the name “Environmental Science” (as currently proposed within the College of Forestry) as environmental science has been a major part of EVST degree program at both the graduate and undergraduate levels, for decades. The Environmental Science component of EVST is critical to our ability to recruit; already prospective students are asking us if environmental science will now be taught only in the College of Forestry. Naming a division in the College of Forestry “Environmental Science and Sustainability” gives the misleading impression that teaching and research in the areas of environmental science and sustainability are found exclusively in the College of Forestry, when in fact these areas have long been the mainstay of the EVST program in the College of Humanities and Sciences.

Reference 11 - 0.13% Coverage

Dear President Seth Bodnar and members of the UPC:

Thank you for giving us the opportunity to respond to your draft before the proposed changes are being implemented on campus. I am part of the MCLL Department, the Spanish Section and I have directed the Latin American Program for about 15 years. Here, I will limit myself to my role at as a Latin-Americanist at UM for 27 years.

Your vision for a liberal Arts education is accurate and well-defined. However, I fail to understand how a University that aims at “preparing students for a diverse and interconnected global society” does not include Latin America as an area of studies in the new structure proposed. As you know, the region, which shares a continent with the US, is composed of 19 nations with a diverse, complex and unique problematics whose destiny and issues are profoundly linked to the US ones. Not only does Latin America share with the US a physical space but also a long, challenging and significant relationship. Students oftentimes tell me that studying Latin America has helped them understand American history and identity. My colleague Jody Pavilack from the History Department has competently outlined in her response (which she shared with me) the historical reasons for this and I will not repeat her arguments.

I would first like to emphasize that:

\* Keeping the Program as it is having been ran up until now does not cause ANY financial burden to UM. Faculty associated with Latin American Studies teach their regular classes and we consolidate these courses in a formal Minor option. This gives students the possibility to include this degree in their transcripts and resumes, specifying a concentration in an area they have chosen to focus on.

I will add to Dr. Pavilacks’s reflections other issues explaining why offering a Latin America option is imperative for our students. These mostly confirm the interdisciplinary nature of the Program we offer:

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

- \* The emergence of Latin American in the post-cold War world as a very significant region for the US and the world: its distinctive culture, its agricultural revolutions, the alternative conservation patterns, its energy reserves, and more, all crucial contemporary aspects that global citizens need to be cognoscente in.
- \* The new dynamics of the relationship between the US and Latin American nations with its possibilities and challenges.
- \* The free trade agreements that were materialized and the ones that became a challenge because of a new dynamic in the regional economic and trade integration.
- \* The enormous challenges played by migration (both legal and illegal).
- \* The transformation of the US into the nation with the largest Hispanic minority, due to historical circumstances and migration patterns.
- \* The exciting contemporary developments of indigenous resurgence across the region, and the rise of new left political projects, which have been important challenges to the US as the leader of liberal capitalist democracies in the Americas. As such, Latin American studies also provides an important window on power, society and life beyond the region, having the potential to bring important new perspectives to the study of so-called developed countries as well as presenting a distinctive experience of the colonial condition.

I could go on and on listing social, political and environmental issues to prove why the Latin American regions CANNOT BE IGNORED. Knowledge of the issues and challenges faced by Latin Americans educate students with global sensibilities, capable of seeing the world from a stand point different from their own in nations that have had a long relationship with the US.

I would finally like to add that from a cultural and literary standpoint (my area of specialty) erasing Latin America from the curriculum would deprive students from knowing about Jorge Luis Borges, Sor Juana Ines de la Cruz, Diego Rivera, Julio Cortazar, Jose Marti, Ruben Dario, Pablo Neruda, Elena Poniatowska, Gabriel Garcia Marquez, Gabriela Mistral, Juan Rulfo, Frida Kahlo, Octavio Paz, Mario Vargas Llosa, Roberto Bolano, Carlos Fuentes, Rosario Castellanos, El Inca Garcilaso de la Vega, and many many other authors that I have taught to UM students for decades.

This is a LOSS.

I HOPE that the new UM administration will seriously consider the comments and recommendations of faculty who have dedicated their whole academic careers to studying the issues abovementioned and to teaching thousands of students, in the Spanish Section and participating in the Latin American Studies Program, at our beloved University.

The UM Latin American Studies faculty are committed to working together and implementing new ways to reach students in a more effective way and serve their interests better.

Again, I thank you for the opportunity to have our voices heard.

Reference 12 - 0.13% Coverage

The relocation of HHP units within the College of Health Professions and Biomedical Sciences is an outstanding approach to improve student success, faculty success, and to grow UM. The move has been a long time coming and follows a grass roots faculty initiative/request to Reed and Adrea for this very

## UM Strategy for Distinction: Feedback

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move. My read on the Departmental sentiment is that all but one person are on board, that hold out being generally in favor, but likely taking issue with the process.

I do recommend that the move occur as soon as possible, with implementation beginning this summer. If not, I suspect there will be no resources given to HHP from PJW or the future College home. Thus, HHP is ready to move, there's a rationale for success on multiple levels, and the only mitigating factor is that a delayed move will set us in an in-between zone that could harm our ongoing success.

#### Reference 13 - 0.13% Coverage

The language of the Strategy for Distinction makes several references that would seem to argue favorably for UM's programs in languages and cultures. How about a campaign of promoting and valuing the study of languages and cultures across campus? Nearly any major could be significantly enhanced by the addition of a strong foundation in another language and culture. This is especially true in the case of Spanish. Students studying Business, Global Leadership, Journalism, and Social Work, to name a few, would benefit significantly from a solid foundation in Spanish or another language. I believe there is a case to be made for increased investment, development, and support for MCLL.

Excerpts from the Strategy for Distinction that seem to support an investment in language and culture programs at UM:

\*and gain important career skills such as written and oral communication, cross-cultural understanding,\*

\*We shape global citizens who are creative and agile learners prepared to build and sustain communities\*

\*values of thinking critically, exploring creatively, living ethically, and communicating effectively\*

\*It will prepare students for a diverse and interconnected global society\*

Broad themes in this area could include oral and written advocacy; digital and visual communication; and linguistic and cultural awareness.

\*intercultural knowledge and competence\*

#### Artistic Expression & Communication

We cultivate the production, analysis, and appreciation of diverse forms of human expression essential to developing citizens, leaders, artists, advocates, and creators.

#### Reference 14 - 0.13% Coverage

Environmental Studies faculty are excited that environment and sustainability is featured as a pillar of education at the University of Montana in the Strategy for Distinction draft. The preliminary reorganization plan, however, poses some challenges in both the short and the long term for Environmental Studies.

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

Primary among the difficulties is the confusion the titles of some of the reorganized units have created among prospective and current students. Misinformation is rife among the very population we seek to access, recruit and retain (e.g., Environmental Studies is being merged into the College of Forestry and Conservation, EVST no longer does environmental science). In order to address the issues that the preliminary titles created we suggest the following approach: 1) create an Environment and Sustainability Community of Learning to group programs offering student opportunities in these fields can gather, 2) allow the self-identified members of that community to sort out titles that are descriptive and allow students to see the opportunities but are not confusing. To this end we would ask that all new titles in the reorganization be seen as merely placeholders to be adjusted following full consultation. The community of learning would not be an administrative designation, but a way to package and communicate the diverse and cutting-edge educational, research and creative opportunities in environment and sustainability.

I have discussed this approach with the Dean of the College of Forestry and Conservation, Dr. Tom DeLuca and with a few of the chairs of units within that college as well as colleagues in the College of Humanities and Sciences and there is broad initial support for the idea. Indeed, it would give us an opportunity to craft a meaningful and lasting way to engage prospective and current students enhancing recruitment, retention and graduation of students as well as preparing them for success post-graduation. I sense a strong interest in doing this work and am confident that we can devise a positive and productive plan that strengthens UM.

Reference 15 - 0.13% Coverage

Environmental Studies needs a substantial environmental science presence in both the undergraduate BA and graduate MS programs. With the retirement of Professor Watson we have lost our primary environmental science faculty member. I will be moving to cover her essential courses in the short term, however, I cannot take on the graduate students or undergraduate advisees that she supervised adequately given my teaching in both policy and environmental science. Thus, this program identified as prime for investment and growth by APASP needs authority to hire into the environmental science line rather than losing it to non-strategic attrition.

Reference 16 - 0.13% Coverage

Response to President Bodnar's Proposed Strategy for Distinction  
German Section, Department of Modern and Classical Languages and Literatures

The pursuits of the UM German Program reflect common Key Strategies for Distinction of a UM Liberal Arts Education highlighted in President Bodnar's recommendations. This includes a commitment to understanding and examining ways of communicating, creating, knowing, and living, core components of the President's initiative. Our teaching aptly aligns with the proposed UM Communities of Excellence. Our language and culture courses provide linguistic, global, and intercultural competency ("Ways of Living"). Our coursework and instruction articulate a humanities curriculum of analysis and inquiry. Our students furthermore gain knowledge of and appreciation for place, importantly including the global communities we connect our students to ("People and Place").

Central to the Mission of the UM German Program: Diversity Awareness

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### What is your comment about a program or college?

\* Learning and mastering a foreign language is an experiential undertaking that challenges students to draw “on diverse traditions and methods of thinking” (“Ways of Knowing”). Linguistic and cultural awareness are integral to our mission (“Ways of Communicating”). And diversity is at the heart of this process, reflected in program focal points including minority cultures in Germany, women’s studies in German, and environmentalism in Central Europe, which highlights ideas of diversity in both natural and cultural environments.

#### German and World Languages and Cultures

\* The German Section supports the restructuring and renaming of MCLL into World Languages and Cultures with one WLC major and individual concentration fields.

\* This restructuring reflects an evolving model for academic programs in language, and cultural, area, and literary studies that foster greater interdisciplinary collaboration and efficiency within a comprehensive Liberal Arts education.

#### German as a Program of Distinction and Avenue for Opportunity and Success

\* Faculty in German provide integral academic and professional links for students between the UM campus, the state, the country, and the world. We are active members of professional national and international organizations such as the American Association of Teachers of German, (AATG National German Chapter Testing Chair for Montana), Literature and Film Association (President), Coalition of Women in German (former Yearbook co-editor), German Studies Association (board member), to name a few. In the past four years the German Section has received two German Embassy grants to organize specific theme-oriented cultural and public exhibits, discussions, films, and panels in cross-disciplinary collaboration with campus, city, and national representation and collaboration.

\* The German Section’s 3 FTE provide all levels of instruction in language, culture, literature, and film, and each year rotate the supervision of a Fulbright-sponsored TA from Austria. The current proposal of removing 7.5 FTE from the MCLL teaching staff would severely undermine MCLL’s, and German’s, ability to deliver a quality humanities curriculum.

\* First-year language classes fulfill the foreign language requirement at the University and second-year classes fulfill language requirements for other UM programs.

\* A rich spectrum of German- and European-related courses, along with a variety of (formerly cross-listed) interdisciplinary offerings at the 300-level in translation are offered in our program. German faculty also teach Freshman Seminars.

\* Eight GRMN courses fulfill Gen Ed requirements in different perspectives and two fulfill the upper-division writing requirement for all students. The removal of cross-listing led to declined enrollment in many programs across campus, including ours. German along with other concentrations in World Languages and Cultures can reverse this trend through more interdisciplinary offerings such as our successful 300-level courses.

\* We are also transforming the delivery of courses. A 100-level online Intro to German Culture and Civilization Course (GRMN 106H) has been developed to enhance efficiency and availability for students on and off campus. And we plan to further expand online courses and implement hybrid courses.

\* In AY 2017, Elementary German courses were reduced from 5 to 4 credits responding to student scheduling. These fewer credits per course resulted in reduced SCHs, which did not reflect actual enrollment numbers. This adversely impacted how enrollment data was interpreted. In two courses this

## UM Strategy for Distinction: Feedback

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spring and the coming fall (GRMN 106H and GRMN 340L), enrollments have more than doubled from their previous offering.

\* German successfully collaborates with the College of Education to best prepare K-12 teachers for foreign language teaching certification. The Montana Association of Language Teachers is currently voicing concern over the effect of teaching staff cuts in MCLL, including German, in providing adequate language teaching power in the state.

\* A loss of a German FTE in 2012 led to the discontinuation in 2014 of our successful 35 year-old semester-long study abroad program to Vienna, Austria. We are currently revising study abroad plans to fit a summer model. Study abroad opportunities are vital to student linguistic proficiency (via immersion in the target language) and for intercultural and global competency beyond the classroom.

\* Learning German improves students' understanding and use of English as another Germanic language and develops essential skill sets for social, cultural, and knowledge-based workforce needs of the 21st century. Germany is an international political and economic powerhouse and learning German history, culture, and language enriches student experience and enhances career opportunities. German ranks highest among European languages in raising earning power for college graduates (The Economist, 3/11/2014).

\* Our graduates receive prestigious, career-building scholarships to study or to teach abroad: on average two Fulbright TA positions are awarded each academic year to Germany and Austria. They also receive awards via the German Academic Exchange Service, and the Congress-Bundestag fellowships, as well as internship possibilities with the German Information Center in NYC. In addition to success in top-ranked German graduate programs leading to academic careers, our students find fulfilling paths in such fields as medicine, law, political science, history, journalism, information science, public service, music, and education leadership, testifying to the academic and professional value of German as an individual and complementary field of study.

The revised mission statement that President Bodnar has presented states that UM "shapes global citizens" and "expands the frontiers of knowledge to tackle the world's most complex challenges." This is precisely what the German program does. We welcome the opportunity to share more of our story, our ongoing success, and our future vision of German as a vital part of UM's identity and mission with President Bodnar, incoming Provost Harbor, and all stakeholders in the University and in higher education in Montana as we work together to uphold distinction and excellence at UM.

### Reference 17 - 0.13% Coverage

The proposed reorganization of Environmental Studies into a Division of Interdisciplinary Studies is problematic for several reasons:

1. The reorganization mixes programs without a graduate degree with units that offer a graduate degree.
2. While the units proposed are all respected colleagues whose work we value highly the fit is poor. The proposal to group AAS, WGSS and History makes more sense.
3. NAS must continue to be stand-alone to recognize and honor the commitment of UM to native peoples/studies. Combining it with other units will not be well received in the academic or public sphere and result in negative national press.
4. Environmental Studies sees a good fit with Geography and potential fit with Philosophy but other units we are exploring sharing a division with include Economics, Political Science, School of Journalism. These units tentatively make more sense in terms of shared mission and advising/administrative staff.

## **UM Strategy for Distinction: Feedback**

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5. Environmental Studies opposes moving its masters degree out of the unit level. We have a brand that has taken 50 years to develop as well as a national reputation. We risk losing momentum by any change to the masters degree name or location as well as potential loss of foundation/donor revenue.

Reference 18 - 0.13% Coverage

1) Native American Studies must remain a stand-alone department. It must also build its future hires largely on full appointments within the department.

Native Americans make up the largest non-white population in Montana, which is home to seven reservations and twelve tribes. It is also the only state in the U.S. that includes a requirement for education about Native Americans in its constitution, and is the only state in which every reservation community is home to a tribal college. When UM created the NAS department it was a way of recognizing the unique place of American Indians in Montana. It is also a way for the university to visibly and boldly show its respect to the state's tribal communities, history, and heritage. In universities where NAS departments are banded together in ethnic studies departments or other configurations those departments are diminished. Many were established that way for budgetary reasons, and others were clumped together for budgetary reasons or because administrators believed that ethnic studies share an academic affinity. In almost all of those cases, NAS is marginal to the university. At UM, by contrast, NAS is respected across campus. When NAS programs have been thrown together with other academic programs, they have almost always been weakened and marginalized. Please do not do that to NAS at UM.

As a stand-alone department NAS remains almost unique in the nation. Pedagogically that means that the faculty, who are trained in a variety of disciplines, focus all of their energies on Native American issues and education. The value of this cannot be overstated. In most university settings NAS is taught by faculty with cross-department appointments. This dilutes the focus on Native American issues significantly. In addition, it weakens the NAS departments and programs that are structured that way. By its nature NAS is multi-disciplinary. It has to be when conducting the teaching and study of 570 plus American Indian nations in the U.S. alone. Cross-hires can make some sense, but not when they pull NAS faculty away from the immersion in multi-dimensional complex ways of learning and teaching about myriad cultural forms. We hope that this will not disadvantage us when UM rights its ship and begins again to rebuild itself by replacing lost faculty members across campus.

2) I would like to see proposed cuts that align with the communities of excellence

3) DO NOT eliminate the anthropology MA

4) Please clarify what the plans are for increasing enrollment.

Reference 19 - 0.13% Coverage

Music serves the university well through bringing literally thousands of high/middle school students to UM every year from the region. Faculty are also regularly in regional schools connecting with students as well as teachers. For example, this year alone faculty in our Music department have visited schools in Spokane, Coeur d'Alene, Billings, Great Falls, the Flathead valley, Helena, and local MCPS schools to name a limited few. Not all of these students will choose music as majors, but many of them will come to UM based on this contact.

## **UM Strategy for Distinction: Feedback**

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Additionally, Music, specifically the undergraduate program, was ranked as the only program in the CVPA as a program for growth and development (top tier) in the APASP review.

The projection in the strategy for distinction first draft shows the largest FTE reduction in the CVPA, and one of the largest at UM, in Music.

How will we build a stronger UM if one of our top programs is unsupported and incurs large FTE reductions? Even with 2 tenured faculty retiring this year, their salaries are not coming back to the program to strengthen new hires (in fact, one of those lines is going to .5 FTE).

What can we do at UM to strengthen our programs that work the hardest at recruiting students to UM? This is perhaps the one thing we need the most with lower enrollment.

Thank you for consideration of these items!

#### Reference 20 - 0.13% Coverage

The few PhD granting science departments at UM cannot survive being cut some more (i.e. the two 2 geoscience and 2 chem profs that are proposed) after we've already lost faculty and instructors and adjuncts and with pathetically poor TA support for years and years. I think if we disappear into a Division of Physical Sciences it will make things worse, unless we retain our department identity. This is a tuition problem. We can't continue with low tuition if we don't have the out of state tuition coming in (like MSU has). UM's research productivity will further erode as research programs are lost when faculty leave and are not replaced, teaching loads increase, graduate students are more difficult to recruit and other resources dry up.

#### Reference 21 - 0.13% Coverage

I would like to have the university strongly consider reinstating this Program as a Center. Formal proposal forthcoming.

#### Reference 22 - 0.13% Coverage

Thank you for your work to bring the University of Montana to a place of distinction. I would like to join in the discussion regarding the Pharmacy Technology Program to provide accurate information as plans are finalized. I am including key stake-holders in the discussion so that community and state needs are accurately represented.

I have included the University of Montana's statement for discontinuing the Health Professions/Pharmacy Technology CAS; the Montana State Board of Pharmacy Rules for certification (in direct opposition to the U of M statement for discontinuation); the PTCB testing requirements that go into effect January 2020, and ideas for moving forward that could save the University dollars while providing needed education to future pharmacy technicians.

1. Discontinue the following programs.

Health Professions/Pharmacy Technology CAS.

This certification is not required to work in this field in the state of Montana.

## UM Strategy for Distinction: Feedback

### What is your comment about a program or college?

[http://www.umd.edu/president/UM%20Strategy%20for%20Distinction%20/StrategyforDistinctionDRAFT\\_4.17.18-2.pdf](http://www.umd.edu/president/UM%20Strategy%20for%20Distinction%20/StrategyforDistinctionDRAFT_4.17.18-2.pdf)

#### 2. Montana State Board of Pharmacy Technician Certification Requirement:

##### 24.174.701 REGISTRATION REQUIREMENTS

(1) In order to be registered as a pharmacy technician in this state, the applicant shall:

- (a) Submit application on a form prescribed by the board;
- (b) Pay application fees as prescribed by the board; and
- (c) Submit a copy of proof of certification by PTCB or other board approved certifying entity.

<http://www.mtrules.org/gateway/RuleNo.asp?RN=24%2E174%2E701>

#### 3. PTCB's 2020 initiative

Education and Training Requirement: Beginning in 2020, PTCB will require completion of a PTCB-recognized education/training program OR equivalent work experience. PTCB's recognition of education/training programs will focus on the knowledge identified in the recent job analysis. PTCB will implement an attestation process to identify PTCB-recognized programs and verify that recognized programs comply with PTCB standards and requirements. The PTCB Certification Council will continue to monitor the evolution of pharmacy-profession-led education and training requirements for technicians.

The primary path to eligibility for CPhT candidates beginning on January 1, 2020 will be through completion of a PTCB-recognized program. An alternative path via work experience will serve experienced pharmacy technicians who were not in a position to attend a PTCB-recognized program in the past. Experienced technicians applying for certification will need to have their supervisor complete a detailed experience attestation on their behalf, which contains the same knowledge requirements used to evaluate recognized programs.

[http://www.ptcb.org/about-ptcb/news-room/news-landing/2018/01/11/ptcb-announces-new-pharmacy-technician-certification-examination-\(ptce\)-content-outline-and-updated-education-training-requirement-for-cpht-certification#.WtdvIX8h2Uk](http://www.ptcb.org/about-ptcb/news-room/news-landing/2018/01/11/ptcb-announces-new-pharmacy-technician-certification-examination-(ptce)-content-outline-and-updated-education-training-requirement-for-cpht-certification#.WtdvIX8h2Uk)

#### 4. Ideas to address the needs of the University financial crisis as well as the community and state need for certified pharmacy technicians:

- a. Consider a new 1-semester PTCB approved program. Offer this program online throughout the state (note that MSU-Billings and MC currently share Pharm Tech classes)
- b. Consider offering the 1-semester program to high school students over the course of a year.
- c. Consider offering advanced training in the future if warranted by demand.

#### Reference 23 - 0.13% Coverage

Colleagues, I wouldn't disagree with any of your points. We want to promote the unique interdisciplinary elements that are making this a robust major (and can likewise fuel a stronger graduate program). I believe it would benefit from a rubric that reflected neuroscience content and an index to which funds would be allocated to contribute to the FTE associated with the program. I've thought all along this can be accomplished by joint appointments. As before, I'd encourage the group to look at the Wildlife Biology model and likewise, seek insight from their group on how a new program modeled after theirs might be different. Despite the assumption that SCH follow the faculty member, I believe the benefit of an organized academic unit that receives resources commensurate with need exceeds the risk of our present arrangement, which has contributed to a perception (with a nod to reality) that BMED,

## **UM Strategy for Distinction: Feedback**

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for example, has excessive FTE for a department in the School of Pharmacy. Moreover, the allocation of graduate student TAs is more complicated in the present arrangement; having a coordinated neuroscience group that can manage resources for both the UG and G offerings makes the most sense to me.

In terms of principles guiding the formation of a more formal Neuroscience program, I think one of the most important goals should be to build on and embrace its inherent multidisciplinary nature. This is why the faculty currently contributing to the UG and Grad program reside in multiple units across campus. Essentially this is the Catch 22 for the program: it needs faculty from multiple departments/disciplines to succeed, but its success is limited because there is no single academic unit where the program is a priority. Interestingly, a recent survey article reported that about 70% of the institutions offering a Neuroscience major did not have a dedicated neuroscience department. While developing a multi-college collaborative program is more complicated, I would argue that such a strategy is better aligned with both the field and the goals of the “Strategies for Distinction” .

The other complication that will likely impact the formation of a formal Neuroscience program is how to balance its development with the other related recommendations in the UPC report. For example, it is suggested to “Redistribute BMED FTE to align with areas where contributions are the most relevant” . While this certainly provides an opportunity to formally identify faculty aligned with the Neuroscience program (i.e., by shifting a portion of FTE from BMED to Neuroscience), it is at this point unclear how this will take place and how such a redistribution would be determined. Hopefully, faculty (or more likely portions of faculty effort) will be redistributed in a manner that benefits the goals of both programs, rather than prioritizing one over another. Thus, who is “moved” from one program to another will be critical. It would be helpful to know more about the “how” and “who” of this decision making process.

As suggested, we will continue to assemble ideas as to the size, shape and makeup of a more formal neuroscience program. We will also be looking more closely at the Wildlife Biology program as a possible model.

As I recall, my recommendation was for both the UG and G programs to be housed together, so that should be the intent.

This is a recommendation that I believe has the endorsement of both deans and thus would lie at the level of the Provost, so I’ve copied both Paul and Jon on this. I am willing to engage on their schedule, but also think in your group meeting today it would be reasonable to have a conversation about your collective thoughts on the academic home and the size and shape of an optimal program. It seems to be working well through Psychology and as you know, aside from our BSW program, we’ve little UG exposure or infrastructure , part of the rationale for its present location, which I endorse. I make that recommendation with the caveat that Paul and Jon might weigh in with a different perspective. But, I see no reason not to have that conversation.

Hope that helps a bit. Happy to have others volunteer their thoughts.

I am guessing you both have numerous challenges related to the UPC recommendations that need immediate attention, but I was hoping to get your input as to how best to start the conversation

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regarding the development of an academic home for the neuroscience program??? The neuroscience faculty are meeting later today and I know this will be on the agenda.

The first suggestion/request I would make is that it would probably be best to make sure the UG and Grad programs stay together (the recommendation appeared to only address the UG program.

Reference 24 - 0.13% Coverage

Mr. President and Interim Provost,

I write to express my urgent concern (as Graduate Program Coordinator in Anthropology and as a Faculty Senator) about the proposed name change to the M.A. degree in Anthropology. I submitted similar comments to the UPC through their comment portal, as well as to my Chair Thibeau, Graduate Dean Whittenburg, Associate Graduate Dean Kinch, Dean Comer and Associate Dean McNulty.

Here is the link to the Secretary of the Interior standards for professional archaeologists:

[https://www.nps.gov/history/local-law/arch\\_stnds\\_9.htm](https://www.nps.gov/history/local-law/arch_stnds_9.htm)

Here is the link to the Register of Professional Archaeologists qualifications page:

<http://rpanet.org/?RPAApplication>

Here is the link to the Professional Forensic Anthropologist standards website:

<http://theabfa.org/faq/applicants/>

Please note that none of these three professional qualifications list Social Sciences M.A. degrees as sufficient to meet the standards of professionalism in their fields.

No students will apply to our M.A. in Social Sciences program because the outcome would be insufficient for their chosen careers as professionals in archaeology, cultural heritage, or forensics. This name change will have immediate and long-lasting negative impacts on students in our region who might otherwise attend UM to achieve the professional certifications in these fields. Ninety percent of the applicants to our M.A. Anthropology programs attend to reach these professional standards. If we do not offer a means to achieve those standards, they will not apply and will not attend. They will attend several other regional universities that we compete with on an annual basis, including Wyoming, Washington State, Nevada, Utah, NAU, Central Washington, among a handful of others, all of which offer M.A. degrees in Anthropology.

Our Department of Anthropology at UM is one of the strongest graduate programs in the College of Humanities and Sciences. We consistently receive 40-60 applications every year from students interested in earning M.A. degrees in these fields. Approximately half of these students attend every year, many of whom are from out-of-state. After they receive their M.A. degrees in Anthropology they are qualified to be professionals and work for Tribal and State Historic Preservation Offices, archaeological consulting companies, coroners offices, crime labs, and numerous federal agencies. This proposal to change the name of the degree would negatively impact our program and the number of students enrolled in our Anthropology M.A. degree programs.

Reference 25 - 0.13% Coverage

Please forgive this intrusion. My bone fides are that I am a Professor Emeritus in Political Science from Purdue. I am now a member of the adjunct faculty at the University of Montana. How I got from there

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to here is a very long story. You could certainly check with the head of the Department there -- Rosie Clawson. If you really want to know who I am, check with Mariellen Neudeck or her sister Sheila Stearns.

I found a peculiar aberration in the "new and improved plan" for the UMT. It places Political Science in the Division of Humanities. That is quite a puzzle to me, since for well over half a century the field has been a social science. I expect Chris Comer will have to answer that question next week when he meets with us. However, it is a professional and substantive puzzle that can be corrected.

Telling you this is hardly appropriate since you have not yet joined the Griz family, but as Boilermakers, you might want to consider this small piece of the huge picture here, before it is engraved in stone.

I look forward to your formal arrival here, although I do not expect to trouble you since your plate will be very full. See you.

#### Reference 1 - 0.06% Coverage

There is a niche we can fill with this generation of students and it aligns with all of our key strategies. It is training students with Emotional Intelligence (EQ or EI, similar to IQ). Studies are finding EQ is as or more important to individual success than even IQ. We need EQ more than ever with more screen time, working families and less personal interactions of our current and incoming students. The emotional intelligence of each generation is reducing more and more, this would provide the opportunity to re-engage emotional awareness, helping our students become even more effective in personal relations and the workforce, ultimately leading to greater success.

I think we have a real opportunity to build EQ skills into our core curriculum, offered by the newly forming Neuroscience dept and integrated within the CHS (specifically for the Humanities and Science component). The research in this area is mind boggling. For example, when we change the way we react or what we do, we actually physically rewire our brains. (and we thought an old dog couldn't be taught new tricks) Understanding this helps us adapt to change and meet our potentials.

#### Reference 2 - 0.06% Coverage

I graduated from UM in the late 90's, and have been a staff member here since October 2016. I moved back to Missoula, after many years living abroad and out of state, and was delighted to get a job on campus. This was partly because I am a big fan of higher education, and partly because I wanted to take advantage of the educational opportunities here and retrain as a web developer/programmer. As such I am currently pursuing a B.A. in Media Arts. I am one of those 'agile learners' that President Bodnar regularly mentions, and I deeply appreciate the opportunity to retrain in what is an exciting, lucrative and in-demand field.

I want to commend the Media Arts department for the programs they offer and would like to suggest that the University consider directing more resources towards that department. Knowledge of, and skill in, coding and related disciplines is becoming an essential part of the toolkit employers look for in many job applicants.

As an example, according to the latest Bureau of Labour Statistics report, Job Outlook for web developers from 2016 - 2026 is going to increase by 15%, which is rated as 'much faster than average.'  
<https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm>

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And the job outlook for software developers is even more promising. In the same time period, that job outlook is expected to grow by 24%, which is again much faster than average.

<https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm>

The Media Arts department offers courses that give students the option of moving in to both of these disciplines, along with many other related fields.

As such, I think it would be great if the University were able to lean in to this trend and position itself as a regional leader in this area. A track record of success in this field should have a positive impact on enrollment, and could work to bring the University even closer together to the city of Missoula by training students to contribute to the city's growing tech sector. I would even go so far as to say that foundational knowledge of coding and digital technologies is so important now, and its importance will only continue to grow, that the University should consider adding these skills to the General Education Requirements.

### [Alumnus](#)

#### Reference 1 - 0.04% Coverage

Please do not cut language programs and majors! They are a vital part of UM's campus and educational offerings. I myself earned a minor in French and beyond learning the language itself, it further developed my reasoning and critical thinking skills.

There is more than enough funding in sports--save the languages!!!!

#### Reference 2 - 0.04% Coverage

I would not be able to fully describe the effect that studying French had on my education both within and outside of U of M. I was encouraged to travel the world and communicate with people who I never would have met without our shared interest in French culture and language. Without foreign language opportunity a university loses its connection to the outside world, and being located in Montana, U of M is already dangerously removed as it is. How you can even begin to decide that foreign language programs are the reason the school is losing money is completely lost on me. The educators in the foreign language departments work extra hours extremely hard for their students to be able to be relevant in an increasingly diverse and global world. It would be a shame to take these opportunities away from students that are willing to devote their time and hard work to these subjects.

#### Reference 3 - 0.04% Coverage

Do not cut foreign language majors. People will stop coming here. This will no longer be a university.

#### Reference 4 - 0.04% Coverage

I hold a degree in French with a Master's in Ed from the University of Montana. Please allow me to divulge my story which I am writing in the form of a memoir to be published in the near future. I'm sharing this as an advocate of foreign languages and exchange programs in the hope that my story might make a difference.

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I'm including an excerpt of my memoir as a way to speak to the heart of what French gave to me as a college student. It is important to understand that my childhood was tainted by abuse and alcoholism. As a young adult, I paid my own tuition, and for the opportunity to travel to France as an exchange student. Here's my story:

I took the Métro toward the Eiffel Tower, exiting two blocks from the landmark. It loomed over me, over the city, like an impossible flower in the sidewalk. The iron latticework, so delicate from a distance, muscled the weight of thousands, or maybe millions, of X's. I hadn't expected it to be as enormous as it was. What a difference to see your dreams in proper scale to your own size.

I took one of the elevators to the top, sliding upward at an angle, escaping the chaos below. Walking the panoramic platform, mist saturated the air and dropped like tiny needles on my face. Paris spread below me in all directions. Gray rooftops soared and sloped like graphite peaks, so different from the mountains that cut against the horizon back home. Jagged, crooked streets formed a maze for the cars containing people with somewhere to go. I stood above it all, inhaling the gray space, confident that this was exactly where I needed to be.

Except the tower kept changing its mind. It moved in the wind. The floor shifted beneath me, sidling to the left, snapping back to the right, every time a gust of wind hurdled past. I held onto one of the safety rails in front of me. Nervous laughter came from tourists in the background. A woman shrieked. "It's supposed to move," someone yelled, in a voice I discerned as American. One knows the thunderous sound of one's country, and I despised the reminder of male ego.

The delicate flower was built for resilience. I would learn facts about the Eiffel Tower from placards and videos placed among the tourist routes. It can sway six to seven meters in a crosswind, but that day, luckily, it moved only about three inches. Despite this, outside on the panoramic platform, my palms were sweaty and the wind whipped my hair in a flat sheet across my face. Uncomfortable with the unsteadiness at such great heights, I circled the platform with one hand trailing the safety rail and the other hand holding back my hair. I dared myself to let go for photos. With my knee pressed into the iron mesh railing for stability, I pointed the camera to distant skylines and quickly clicked the shutter, releasing the camera to once again poise myself for unsteady movement.

I wasn't about to let the weather shortchange me. Learning to trust yourself also means trusting the work of others. I doubted Gustave Eiffel would have engineered a faulty edifice. I took in the scenery, allowing myself to spend time on the structure I had yearned so long to see, feeling the tower's history beneath my feet, as if the iron girders and I had shared a version of a mutual past. The tower resembled an attitude. Facing scorn upon its completion, it remained firmly braced despite the collective strength of an opposing current. Disdain of its stature and aesthetics only stood to illuminate its inherent beauty—that it was created by the work of persistent hands and a solitary mind that dared to be original. I imagined Gustave couldn't have known how much his design would intrigue the future world, fascinating travelers, and welcoming lost souls searching for the inner-most part of themselves.

At that point in my life, I knew more than I cared to about wood ticks and muskrats, yet I couldn't name my favorite book. For so many years, my fears trapped me. Growing up, a ghostly silence waited behind the pandemonium of the house, unspoken truths that felt no urgency to be heard. Perhaps like a child, truth develops through trial and struggle, speakable only when language allows. I can imagine the frustration of the world's inhabitants who have no language for truth, rendered mute by inability. Perhaps I was the daughter my parents needed, a linguist, someone to speak their pain.

The maze of streets were wild with synapses and connections that made no sense, yet were logical in comparison to the disconnect I had within myself. I was at a point in my life when I had no home, no prescription to cling to, but had wandered within the dangerous and glorious proximity of

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space where I would unfurl from everything I knew about the world, and would soon replace commandments with new knowledge. If I had understood the layout of the streets, I would have looked for the youth hostel to find the place that I could call home, if only for a day, but I had no grounding point, no sense of direction. A vista's surprise lies in its grandiosity, an ill-imagined vantage grown larger and more remarkable than our mind's preconceptions, and from the tower's east platform, the city expanded further than I had imagined. The Seine was flat and gray, winding its weary way through the ocean of rooftops that poked and grabbed the sky with cupolas and spires. It was an enormous, wild world. It was perfect for me.

Ivy tendrils draped the rampart walls, spilling over the edge like legs I had once dangled over the arms of chairs or like horseback on mountain rocks. The stone and mortar shield of a history long-gone smelled earthy and warm. It met the sidewalk at my feet, a seam of different eras and different purpose, one larger and more significant than the other, stitched together by the evolution of time. Occasional gaps exposed a resistance of contact. A lace of shadows between rock and concrete distinguished where one surface ended and the other began, where stray blades of grass pushed through here and there, a reconciliation of sorts, a reminder of persistence in a hard world.

Train brakes screeched in the distance. The long, slow strain of stopping pushed away the sounds of chirping birds and footsteps, and took up space with an accentuated pitch that seemed to have no end. Travelers would wait for its arrival, the announcement made clear long before the train came to rest on the tracks, stretching an exaggerated ending in the rite of morning.

My backpack, though the same weight as the night before, felt less burdensome in the daylight. I walked slowly, reveling in the expanse of the journey that changed the smallest part of me. I hadn't known a burden would be left behind, the tether to a world I no longer wanted, if only momentarily, in exchange for freedom. The rampart walls ended, and I turned onto a tree-lined street where cars rolled past without urgency. My stomach growled with hunger and sweat ringed my underarms by the time I had reached the sloped intersection to the train station. I turned downhill, walking into the sulfurous odor of train brakes and coffee. A thin sheet of self-pity lifted as I passed the H<sup>Ã</sup>tel de France. The mid-morning light colored its exterior walls pale taupe, leaving a stain of suspected blandness on my imagination.

The stairs in front of the train station were empty. The arranged meeting of Americans hung in front of me for two more hours, and after a croissant and coffee, I filled the time sketching scenes of palm trees and olive groves. People, not very many of them, came and went, clicking luggage wheels behind them or striding past, all of them with somewhere to go. And when there was nobody, and there were no screeching wheels of trains, and it was only me on a wooden bench with the sound of chirping birds and far-off cars, I didn't mind. Alone with everything I needed stuffed into a backpack, I felt both small and large, like an orphan on a winding road that led, inevitably, somewhere.

I know now that to arrive someplace new, you must first leave the familiar. Like a skipping stone, I traversed water to be free. Despite the turbulent journey, I was intact. France, and adulthood, was my new beginning. I had arrived.

### Reference 5 - 0.04% Coverage

As an alumna of UM and teacher in the state of Montana, I am horrified. It is incomprehensible that a new vision of UM would not include the specific languages majors of French, Spanish, Russian, German, Classics and other Area Studies. I spend my life igniting the passions of my students to pursue languages and global citizenry with the expectation that the colleges in their state will support and encourage that passion. It is unacceptable and a disgrace. Your job is to prepare students for their future, no matter the path they choose and without these programs, these students will be woefully unprepared. I am

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ashamed to call myself an alumna of a university who would deny students this opportunity. Languages are not just a skill but a path to truly discovering who you and how the world works. Difficult decisions aside, please make sure that our students are not denied what the rest of the world deems "essential". Power to the languages!

#### Reference 6 - 0.04% Coverage

While I agree with the majority of this plan, and I believe it is well presented and thought out, I must protest the elimination of specific degrees in foreign languages. I believe it is critical that a humanities and liberal arts institution like the University of Montana maintain degrees in Spanish and other foreign languages. As we move forward in a global economy it will become more important than ever that society recognize that multiple languages are used on a daily basis. During the conducting of international business, and even in day-to-day business dealings, Spanish and other languages are becoming the norm, not the exception. Please reconsider this piece of your plan.

#### Reference 7 - 0.04% Coverage

Studying a foreign language is an important way for students to understand the structure of language. This is especially the case for students who were never well instructed in the grammar and structure of their native language. In addition, studying a foreign language makes students aware of cultures other than their own; this is lacking in many U.S. citizens, who can easily be cocooned in their own culture, as often no other cultures are close by to experience. Awareness leads to tolerance, which is sorely needed in these times. You may counter that UM will still have foreign language classes even if there are no foreign language majors. My response to that is that I doubt that, without offering at least undergraduate degrees in foreign languages, we will get quality instructors and that the department's quality will therefore quickly go downhill. Another argument: foreign language skills are a great partner with business skills. With what countries are we doing business? China, Japan, Russia, Germany, and many others. Why should those countries be expected to do all the language learning? My personal experience? I took lower and upper level German courses, and lower level French courses. I absolutely loved them, and almost got an undergraduate degree in German. Did I use these languages in my work as a librarian? Yes. For example, I translated a late 19th century medical article using my German skills, edited many papers by a French post-doc who worked at an NIH lab with me, and re-worked a lot of Google-translated documents, both technical and non-technical. Please reconsider getting rid of foreign language degrees at UM!!!

#### Reference 8 - 0.04% Coverage

Please do not cut the Language programs- what a terrible loss this would be. thank you.

#### Reference 9 - 0.04% Coverage

The MCLL department was one of the absolute BEST education programs that I was a part of at UM. I have degrees in English Teaching, German, and Liberal Studies and I learned the most during my time in the German department. I am absolutely horrified and saddened to read that the individual language majors are being recommended to just... disappear? The German department welcomed me when I felt lost in college and the professors cared about my education more than I have ever experienced in any other department. They are knowledgeable, passionate, and excellent mentors. They took the time to

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### **What is your comment about a program or college?**

organize and chaperone the Spring semester Study Abroad that absolutely changed my life. I would not be a teacher if it were not for that experience. I would not be as confident, as caring, or as passionate.

I know I am not the only one shocked and appalled by this recommendation. Two of my friends were Spanish majors. One went on to earn her PhD, the other, her Masters. UM was their first step, where they completed their undergraduate degrees. Another friend was part of the German program. He now TEACHES German in Billings. If you take away these individual majors, how will we fill our foreign language positions? We have such a strong and respected program that has ALREADY been slashed to just undergrad degree options, why do you insist on further destroying the backbone of the humanities degrees? English, History, and Liberal Studies all have cross-curricular content within the MCLL options, and I'm sure there are others that I'm missing.

Please reconsider reducing and consolidating the department. MCLL may not be as flashy, or get many grants or donations, but the program has influenced so many people and helps students broaden their horizons. UM's programs have taken some serious hits in the last year, please don't compound it.

Reference 10 - 0.04% Coverage

Hello,

My name is \_\_, I am an alumnus of the class of 2016.

I am disheartened to see the recommendation of reduction of 3 full time faculty/staff positions in the School of Music. The School of Music is very successful (See Dr. Smart + the Symphonic Wind Ensemble's recent selection to perform in California at the College Band Directors National Association). It pains me to see 3 reductions, when other, less successful departments across the school have had 0 or 1 reductions, like the wildlife sciences department. The analysis does not take into account the context of how a music school needs to operate, which I will explain below.

Every instrument needs to have faculty member for their studio. I'm a bassoonist, and we didn't even have a bassoon professor, which discouraged bassoon players from coming to the University of Montana, leaving us shorthanded with an essential part of an orchestra. This goes for several other instruments as well, we're losing talented players to schools in Washington, Idaho, Colorado, Michigan and California because of this. If you want your music programs to be successful, don't reduce the faculty and staff of a program that absolutely needs it. The staff at the school of music is fabulous, and I'd hate to see them go, they are a family to each other.

Our Marching Band was only able to go to Bozeman, a yearly tradition, because of the support of our community. It was horrible to observe Dr. Griggs and the students having to organize to raise funds in order to go, I was lucky enough to be able to go all four years on multiple trips with this band when I was in school. Whenever they travel, they bring the Grizzly spirit, as evidenced by a viral Tweet during the NCAA basketball tournament. Our band should be a strong hallmark of our school, and honored, not treated with staff reductions!

Many of my friends are now successful music teachers. They couldn't have even been successful without a faculty member on their instrument, alongside all of their professors. If you reduce staff in the school of music, you are crippling the success of Montana Music Teachers, and encouraging them to look

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elsewhere to earn their Music Education degree. Montana has many talented musicians, and the reduction of staff members may cause someone without a professor for their instrument to look at Montana State's growing music program.

If you don't want talented, in-state students to look elsewhere, don't cut the staff member positions. You got lucky with my choice because we have the top notch music school in-state. I don't want other students to think Montana State is the best music school for their instrument because of a staff reduction.

#### Reference 11 - 0.04% Coverage

The consolidation of language majors at UM does a great disservice to students interested in joining private, government, and NGO careers in which specialists are highly desired. My degree in Russian from UM is valuable in different spheres than a degree in German or Japanese would be, and to lump them together as "Asian" or "European" languages is extremely reductive. Without these specialized programs, the students of UM's language departments will be less competitive while applying to graduate schools, as well as many jobs. The norm of undergraduate degrees in specialized language departments is so strong that my entire cohort in graduate school had undergraduate degrees in Russian.

I have gone on to study Central Asia in my graduate studies. In this region, the main language groups are Slavic, Turkic, and Persian. I can't help but wonder how these changes would have affected my current region within the Post-Soviet world -- a world which contains closely connected societies within Europe, Asia, and on the borders in between. If I were still a prospective student, I would not have applied to UM without the amazing, specialized Russian program that I am so proud to have been a part.

Furthermore, the report's reasoning that a 44% drop in language enrollment demonstrates a lack of student interest in these programs is flawed and insulting. The university's overall enrollment has dramatically dropped in the same period, but the report does not seem to take this into consideration. When I studied at UM, the university's mission was to strive to be a global campus that reached out internationally. It looks like that dream is completely broken, and it is sad for me to see community colleges in my area with more commitment to languages and international goals than the liberal arts institution I once attended. I understand that the university is suffering financially right now, but I urge the administration to rethink its international priorities.

#### Reference 12 - 0.04% Coverage

The University of Montana as a flagship institution was founded on teaching the Classics to the great state of Montana to keep alive the immortal images/reputation/ideals/foundations of Classical Civilization. How can President Bodnar erase this important major from our books? The lessons taught in these classes are not myths or fairy tales but ways of democratically working together as a human species. These forefathers and foremothers of human thought have continuously been used and taught across the world. Does UM want to fall behind and no longer be considered a institution of truly higher learning? Classics majors are not just a small group of enthusiastic learners but they become authors, presidents, CEOs, and professors. Where would we be without Harry Potter CNN, and University of Oxford? All of these sprung from minds steeped in the classical knowledge of Greece and Rome. Classics need to be on UMs roster, or UM will not be the proud home of future minds that will go on to forge many wonderful things.

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

Reference 13 - 0.04% Coverage

As a graduate of the University of Montana's French program it is an affront to learn that the university may no longer offer degrees in individual languages. While the emphasis on research and science is commendable, the proposal seems to shift the entire identity of the U of M from its roots as a school of liberal arts. What will we do with scientists and researchers who have no education in languages and the humanities?

Reference 14 - 0.04% Coverage

The cuts to the faculty are absolutely insane and will ruin the most important aspect of the University and of higher-level education in general. I am absolutely appalled that this is your solution to dropping enrollment numbers -- it does not think in the long term and it ignores the fact that creative writing and the english department are two of UM's long-standing programs of distinction. I, personally, would have never attended the school if not for the professors in our creative writing department. It's the sole reason I came.

Reference 15 - 0.04% Coverage

I've recently heard from a previous UM French professor of mine that Seth Bodnar is recommending that the language program at UM be cut; this is appalling. I graduated with two Bachelor of Arts in both English and French in 2017 and my exposure to language has been invaluable to my education and to my personal and professional life. In light of increasing globalization, the move to cut language programs seems odd and incredibly ill-timed; I believe ridding students of the opportunity to broaden their cultural and linguistic perspectives at such a time would ultimately do everyone a disservice. UM has always been a school with options: as a "liberal arts" college" can it be described as a liberal arts college anymore?"students have always been able to pursue a vast variety of disciplines, including humanities. Cutting the language program does not uphold the character and commitment to quality education for which UM has"until recently, perhaps"been so renowned. I urge Seth Bodnar to rethink this decision; not only would it reflect poorly on him as UM President, but it would also deprive students of a wonderful program and opportunity that they might instead seek elsewhere. Language is, and has always been, important. I hope the President will take its significance into account.

Reference 16 - 0.04% Coverage

The proposed cuts to the humanities are outrageous. Humanities courses create articulate thinkers, and cutting these programs, courses, and faculty will reduce the quality of education. Cutting six English faculty? No more language majors? This is completely unacceptable. Please reconsider.

Reference 17 - 0.04% Coverage

As an alumna of The University of Montana-Missoula, I value the education I received. In particular, the Spanish major has allowed me to live and thrive in the places I have chosen to live. Job markets can be competitive, and although I am also a certified English teacher, the accompanying Spanish major has given me the edge in more than one interview.

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Looking forward, I also want to be able to encourage my high school students to explore the world with confidence, enthusiasm, and respect. It can be difficult to understand another's culture if you don't understand that person's language. And, I would love to be able to continue to support The University of Montana-Missoula, with its strong history and commitment to a liberal arts education.

Please rethink the University's commitment to majors in languages other than English.

Reference 18 - 0.04% Coverage

I believe the quality of the university's education would dramatically decline if the president were to carry through with his plan to eliminate the individual language programs. Being polylingual not only strengthens one's ability to learn and think constructively, but also opens up opportunities that would not be available otherwise, such as a larger job market, the ability to live and travel to other countries, and to interact with people of other cultures. The idea that the president is even considering this as an option to lower spending is astounding to me, and I believe the decision would be fundamentally detrimental to the overall quality of the university's programs, the way the university is perceived, and the academic health of faculty and students.

Reference 19 - 0.04% Coverage

It is vital to keep language majors an option! As a double major from UM in French and International Politics, it shaped my education and career to have the opportunity to study French. Not only did I go abroad multiple times, but was able to connect with professors who encourage and supported me, eventually guiding me to my first post-grad position, teaching english for the French Government. Cutting these language programs will negatively affect students' employability and in shaping them to become global citizens.

Reference 20 - 0.04% Coverage

I'm a French teacher at Sentinel High School and an alumnus from the University of Montana. I feel that French is a very important language for students to learn because of it's international status, a large portion of the world speaks French, even Canada speaks French, and it's important for students of a Liberal Arts University to expand their minds through travel, culture, literature, philosophy, art, and so many other things that learning a foreign language can open up for them. It should be kept on at the University.

Reference 21 - 0.04% Coverage

I chose the University of Montana over MSU because the language and literature programs were much more robust.

Reference 22 - 0.04% Coverage

Every professor should TEACH at least three classes. To have professors that do not teacher is a GIANT waste of money.

Reference 23 - 0.04% Coverage

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

You need to keep this program. While I began the Geography program in my freshman year, many students switch to the geography major in their sophomore or junior years. This program was integral to my education at UM, and I would have transferred to a different school had this program not been offered. Geography as a subject is critical to understanding the world. I will not give money to UM if this program is cut.

Reference 24 - 0.04% Coverage

I received an email suggesting that the Department of Modern Languages and Literatures would be radically cut and that German as a major will not be offered at all. I would like to express my strong disagreement with this proposal. The UM mission statement claims that one of its goals is to "shape global citizens." This will be impossible without an in-depth and sustained encounter with foreign languages. Students should have the opportunity to live another culture (through prolonged study of language and literature, and study abroad), rather than just being exposed to a little foreign language here and there--something they can easily cross off their general education requirements without any of the actual discomfort and enrichment that comes with cultural experience. I strongly urge you to rethink this proposed action. Otherwise I would suggest rewriting your mission statement to something more commensurate with the inevitable results of gutting MCLL.

Reference 25 - 0.04% Coverage

I am a current teacher of Spanish in rural Montana and serve as the vice president of our state language teachers' organization, MALT. It is appalling and disturbing that UM is cutting the language department in terms of majors. As a graduate of these programs and an advocate of language learning on a local, state, and national level, it is incredibly disappointing that our flagship liberal arts university in the state of Montana has abandoned the language majors. I don't need to wax poetic about the benefits of language learning, you already know that because you hired professors that taught me that benefit, perhaps some of the same individuals that you will now be "letting go". What a shame. I am living the benefits of my education from your institution, and passing on those same benefits to a younger generation who now do not have the option to continue that passion, to continue that path. This is an embarrassing move as we enter a new reality of ignorance, and I am ashamed to tell my students that they don't have a choice in UM as the next step in their language learning career.

Please act.

Reference 26 - 0.04% Coverage

To diminish the school of Theatre and Dance further would be a crime. It was already a mistake to take a program as vital and impactful as the Dance program and lump in into the Theatre department. The Dance program at the University has produced creative, caring and vital artists in our world and provides an unparalleled foundation for thoughtful artists and humans moving forward. As a graduate of the Music, Dance and Theatre program I can say definitively that the Dance program has created a lasting impression in my life and pushed me further as a human being than I ever thought possible. Because of this program alone my life has been changed and I have been changed as a human being. Because of this program alone I am pursuing a career in arts counseling that I believe will serve the population of Missoula well and to diminish it further would only do Missoula and the University harm.

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Reference 27 - 0.04% Coverage

At the University, I received two degrees in Spanish and in English. Of these two degrees, the Spanish has provided me with employment: I worked with migrant education in our state for 6+ years, and then went on to be a Spanish teacher. The professors in the department were world renowned and the University was and is lucky to have academics of such high caliber. My courses were rigorous, encouraged me to study abroad, while all the while treated me as an asset to their program. I love the Spanish Language program at UM. Please, keep it funded and keep in.

Reference 28 - 0.04% Coverage

Dear President!

Pls don't finish foreign languages program from UM. I cannot imagine UM without foreign languages. Pls promote research and intake of foreign students. Do something else but save foreign languages department. Pls pls.

Reference 29 - 0.04% Coverage

I earned my Masters in Anthropology from UM in 2001 and put it to use teaching college. I have been coordinator (chair) of the Anthropology Department at Cypress College since 2005. The minimum qualifications to teach in the California Community Colleges is as follows: Master's degree in anthropology or archaeology OR bachelor's degree in either of the above AND master's degree in sociology, biological sciences, forensic sciences, genetics or paleontology OR the equivalent. So it would have been unlikely or even impossible for me to have had the career I do if my degree was in "social science" and ask for this sort of thing to be considered. Thank you.

Reference 30 - 0.04% Coverage

From the recommendations I've seen, I understand that the dance program will be losing two full-time faculty members? Cutting faculty positions of an already small and understaffed program seems extremely short sighted for an extremely beloved arts program, one that serves the University's mission of creating a well-rounded, educated student who can contribute significantly to the growth of our society. I can't tell you enough how important this program was to me as a young adult in terms of my growth as an artist. I've had a fruitful career in the performing arts, thanks in part to the extreme close connections I had with and the mentorship I received from the faculty members at UM. Cutting the livelihood of the people involved would place the remaining faculty under duress to serve the needs of their students. The arts matter! They are not a luxury, but a necessity.

Reference 31 - 0.04% Coverage

Cutting the English/Creative Writing program is an enormous mistake. We must halt this aspect of the plan immediately. Creative writing is one of our Programs of National Distinction. It could be leveraged to draw out-of-state students. Cutting CW faculty positions and grad stipends is not the solution for university-wide budget issues. I am an alum of this program and I guarantee I would not have written my book (which won the prestigious Iowa Poetry Prize last year) without this program. This will do a

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huge disservice not only to students and staff, but to the university system and to the state of Montana. Please contact me to discuss this further: 862-215-2850

#### Reference 32 - 0.04% Coverage

I graduated with a MFA in nonfiction in 2013, and while at UM, I took two Modern and Classical Languages literature courses. I found these courses extremely helpful in my studies. Since graduating, I have worked in communications and development for nonprofits. Studying the literature of other cultures and languages has been extremely useful in my work. I use critical thinking, narrative, and description skills on a daily basis, and these were all sharpened by my study of Modern and Classical Languages. Please do not cut this program. Additionally, I found my time studying creative writing at UM extremely beneficial. Now that I manage staff, I'm more and more grateful for academic disciplines that foster independent thinking, understanding connections and context, and communicating in clear and concise ways. I implore the university to remember that the humanities are powerful. They make a difference, and they are necessary for educating the next generation.

#### Reference 33 - 0.04% Coverage

Please reconsider the proposal to cut the individual language majors. In the increasingly more connected world, it is imperative that students from the United States are able to learn languages other than English. With learning a language also comes learning about the culture, and we need people versed in and appreciative of cultures other than our own. Our economic and social standing in the rest of the world depends on this.

I'm horrified -- but not necessarily surprised -- to learn of this proposal. Everywhere you look, you see dire predictions about what will happen if we don't have more STEM majors. But if you dig a little deeper into the issue, you will also find articles that address the growing need for the liberal arts & sciences, including world languages.

Do not give in to the STEM frenzy by cutting world languages. The University of Montana will be a much poorer and less respected institution if these changes go through.

Thank you.

#### Reference 34 - 0.04% Coverage

I'm writing because of a story I read in The Missoulian about how budget cuts will affect UM's creative writing department. As an alumna (MFA in poetry, 2008), I'd like to tell you another story about how students from working families like mine won't have access to study the arts without programs like the UM MFA in creative writing.

I grew up in Florida. My father was a high school dropout. My mother died when I was an infant. However, because I went to public schools that were well-funded, with peers whose families were some of the richest in the state, I was exposed to arts and cultural programming that students in other parts of the state could only dream of. I wanted to write the kinds of books I read in school. However, that was not a dream that families like mine allowed their kids. My father worked very hard so I could go to college at all, so when graduation came and my peers were going to Harvard, MIT, and Middlebury, I

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went to Florida State with the expectation that I would study something practical that would get me a high-paying job. To my dad's consternation, I studied English instead. And I excelled at it.

I graduated and found a job that paid well and put away my dreams of writing for a few years. When I was ready, I applied to graduate school. By this time I was an adult and had only my own standards and rules to abide, but my roots were strong and, as with many people who grow up like I did, I knew that it would be a bad idea to go into debt to study poetry. And that's where the University of Montana comes into my story. There, I was able to study poetry for two years with a stellar faculty led by some amazing women writers (Karen Volkman, Joanna Klink, Judy Blunt, Debra Earling, Dierdre McNamer...) and receive a stipend in exchange for teaching English 101. I can't stress this enough: Students from low-income families need programs like this. We deserve to study the arts with a high-quality, dedicated faculty just as much as wealthier students. And having a robust, well-funded department is essential to the students of Montana and beyond. If you pull funding and lose fantastic professors to attrition, retirement, and layoffs, where will students like me go? Bozeman? Boise? Eastern Washington?

While I was a student, I received funding from both the President's and the Provost's offices to attend writing seminars in St. Petersburg, Russia and Prague, Czech Republic. At these seminars, I was able to network with other writers, leading to a freelance gig that helped me survive in Seattle until I was able to find a more stable job. I developed long-lasting relationships with the members of my cohort, many of whom I count among my best friends to this day. In the years since graduating from UM, I have published 4 chapbooks, served as assistant editor of a poetry journal for women and non-binary writers, won some writing contests, taken part in and organized poetry readings in my community, and generally enjoyed a high level of success as far as these things are measured in the poetry world. And I have always credited UM for its role in that success.

When I look at my peers from the UM MFA, I am astounded by their achievements. Andy Smetanka, who has made his life in Missoula, is a renowned stop-motion animator who has worked with Pearl Jam and the Decembrists in addition to successfully funding his own feature-length film and showing it on the festival circuit. Annie Nguyen is a tenure-track professor who teaches writing at the University of Washington, Tacoma. Kelly Kathleen Ferguson is a tenure-track professor at Southern Utah University. Jane St. John has run successful marketing campaigns for Virgin America, SurfAir, Old Navy, and NationBuilder. Jasmine Dreame Wagner's most recent book was reviewed by Steph Burt in The New Yorker. Brian Kevin has published two books and is the Managing Editor of DownEast Magazine in Maine. Lucas Farrell runs a goat farm in Vermont. Carrie Braman runs a Maple Syrup operation in Maine. Youna Kwak is a visiting assistant professor of romance languages and literatures at Pomona College. I could go on and on. My peers are in every industry, kicking ass and taking names and UM should not only be proud to call them alumni, but should work to support the program that produced them.

I work for a University myself. I know budgets are tight and higher education institutions are looking at innovative ways to deal with funding shortfalls. I can tell you this: your faculty and breadth of programming are your bread and butter and should be the LAST things you cut. Before you do, take a hard look at the administrative side of your operation. Because students enroll at universities for high-quality programs. Not bureaucracy. Take a look at how much you're spending on athletics--the same departments that have garnered national attention for bad behavior, cover-ups, and sexual assault. Perhaps, rather than continuing to reward that culture with resources, you could nip it in the bud and focus on departments that are bringing the good kind of attention to UM.

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Reference 35 - 0.04% Coverage

I support the continuation of the Department of Foreign Languages and Literatures, as an alum of the French Language and Culture program. I gained a great deal of personal and professional experience and knowledge from my time at the University, and from my study abroad in France in 2000. Last December I revisited my host family and the connection I made 17 years ago remains strong.

I used my degree directly while serving in the US Peace Corps in West Africa for 3 years. With my french language skills, my work and life experience in West Africa was vastly better than it would have been had I never studied French.

I ask you to please discard any plans to reduce or eliminate the Department of Foreign Languages and Literatures.

Reference 36 - 0.04% Coverage

Dear Seth Bodnar,

My name \_ and I am a Missoula native and a two-time graduate of the University of Montana. I received a degree in Biology in 2010 and a degree in Russian in 2016. In my time at University of Montana I studied three foreign languages - French, German, and Russian. If University of Montana had not had the opportunity to major and minor in foreign languages, I would never have enrolled, not even for my first degree in Biology, because I took language classes congruently with my science classes from the beginning of my academic career and they are integral to my academic interests in science, communication, and history.

I simply do not understand how cutting majors will increase enrollment at the University of Montana, since every student I know looks at lists of majors to determine whether a university is attractive or not and the fewer majors the worse the university looks.

Additionally, I compared MSU's current language offerings with your suggested cuts to UM's language offerings, and since MSU offers majors in French, Spanish, and German, your cuts would leave MSU as not only a superior STEM university, but also a superior liberal arts university.

How would that possibly make anyone choose UM over MSU? Take me to Bozeman! I would have chosen MSU in a heartbeat!

We are living in an age, where jobs demand very specific qualifications. To replace the language majors with an all-encompassing "European Studies" or "Asian Studies" degree is not only to destroy UM's reputation as a liberal arts school, but also to hamper students' future success. As someone who has earned numerous National awards in relation to my specific degree in Russian language (Critical Language Scholarship, Fulbright, and 3 funded seminars in DC), I am painfully aware that a so-called "European Studies" degree is so broad that it is utterly useless and makes a student look as if he or she is not qualified for anything at all.

I urge you to reconsider your plan to disembowel the foreign language department and liberal arts reputation of the University of Montana.

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You may have cited a 44 percent decrease in enrollment in the foreign language departments, but you failed to mention the 30 percent overall decrease in enrollment across the student body.

This begs the question, what other bad logic and ill-applied statistics are you using to irreparably damage the quality of education at the University of Montana?

It isn't just a matter of alumni either. My brother is currently studying Greek and Latin at UM, but I guess he'll be looking to graduate elsewhere.

What a sad state of affairs.

Really, and truly, depressing.

Reference 37 - 0.04% Coverage

Dear President Bodnar, Administrative Staff, Faculty, and Other Concerned Parties,

I am writing to comment on the proposed faculty reductions within the Department of Anthropology, and the restructuring of the Master of Arts (MA) in Anthropology. I studied anthropology and archaeology within the Department of Anthropology from 2011 to 2015, and graduated with a Bachelor of Arts (BA) in May 2015. Since my graduation I have successfully found employment as an archaeologist/museum specialist with private firms, federal agencies, and the university itself (Center for Integrated Research on the Environment; 2015-2016). The high quality of the training and education I received from the anthropology program at UM is largely responsible for these successes, and I am concerned by the recent restructuring proposals relating to the department. I believe the proposals under consideration would adversely impact the reputation and quality of the department, and would infringe on its ability to produce professionals prepared to succeed in a competitive field.

Though I am saddened by the stated necessity to eliminate two faculty positions within the department, of particular concern is the proposed restructuring of the MA in Anthropology into an MA in Social Sciences. I believe this would be a grave mistake, and could have the unfortunate consequence of drastically reducing graduate enrollment in the department. In my own subfield, archaeology, the proposal would effectively eliminate an otherwise well regarded and productive program. All, and this is not a hyperbolic statement, leadership and upper-level positions in professional archaeology explicitly require advanced degrees in anthropology or archaeology as a base qualification. A MA in Social Sciences would fail to meet this standard, and this is true across both the private and public sectors. Similarly, Secretary of the Interior Professional Qualification Standards and Register of Professional Archaeologists (RPA) credentials are critical qualifications necessary for an archaeologist to attain in order to competitively pursue higher-level positions in the field. To acquire these credentials, an advanced degree in anthropology or archaeology is likewise required. The recent proposal to restructure the MA in Anthropology as a MA in Social Science would severely curtail UM graduates from pursuing these leadership positions, and would ultimately eliminate master's level archaeological study within the department. While the department may continue to provide the same high-quality training and education to graduate students studying archaeology, the name change alone would negatively impact students' ability to succeed post-graduation. A candidate with a MA in Social Science, even with substantial field and classroom experience in archaeology, would unquestionably be out-competed or outright disqualified from many important leadership positions within the field. Though I cannot speak at length for other anthropological sub-disciplines, such a move would irreversibly hamper UM's

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competitive program which currently produces many capable and well-regarded MA level archaeologists.

Of secondary concern is the impact such restructuring may have on the value of my own degree. As a graduate of the department's BA program, the value of my degree is tied to the reputation of the university within the archaeology community. As explained above, the proposed changes would negatively impact the reputation of the university to produce archaeologists capable of securing necessary credentials, and would consequently cast doubt on UM's ability to produce qualified professionals for work in the field.

In regards to proposed faculty eliminations within the department, it is my hope that reductions will be avoided but I understand the necessity of such actions in austere times. I would ask that, if necessary, these reductions be made only through attrition, and not through dismissal of any of the upstanding scholars which make up the department faculty. In particular, I would like to give my support to Dr. Kelly Dixon (Professor) and Dr. C. Riley Auge (Collections Curator) and ask that their important work is not interrupted.

As a UM alumnus, it is my sincere hope to see the university continue to do great things in the coming years. With this hope in mind, I must strongly argue against the proposed restructuring of the MA in Anthropology. In my professional work throughout the US, I have found the university to be universally well regarded in my field. In one case, I was able to secure a position based solely on my academic affiliation with the university and its anthropology program. Should the proposed restructuring of the MA in Anthropology be enacted, I fear it will cripple the department's ability to produce qualified professional archaeologists, and will adversely impact those of us currently working in the field with educational qualifications from UM.

Thank you for your time and consideration of this comment. Though I am no longer at the university, I remain deeply invested in the department and its bearing on my professional life. I would ask that you make note of these concerns in your consideration of the current proposals.

Sincerely,

Reference 38 - 0.04% Coverage

I am an alumni of the University of Montana (2008). I have a degree in Communication Studies and a minor in Spanish. I don't agree combining Communication Studies with the Journalism department as they are separate degreed and should have their own departments. I also disagree with doing away with foreign language degrees/department as those degrees are just as important as others. President Bodnar is trying to cut too many degrees/departments that are valuable to UM.

Reference 39 - 0.04% Coverage

I want to encourage the administration NOT to make faculty cuts in Anthropology, since this will reduce the intellectual vibrancy of the department and its capacity to provide strong mentorship to students. I did my undergraduate studies in Anthropology & Spanish Language at UM, and benefited immensely not only from courses but from close relationships with Anthropology faculty members. Since graduating, I have won several fellowships, earned a Master's degree, and worked at several international non-profit

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organizations, and I am now well on my way to earning a PhD in Sociology at the University of Notre Dame. These successes would not have been possible without the strong, one-on-one advising I got from Anthropology faculty at UM. These faculty members recognized me as a hard-working, driven, and academically curious young person who was clueless about post-college pathways, and they did everything in their power to help me discover and build a successful path. I want other UM students to benefit in the same way, which is why I think it's a bad decision to reduce the number of faculty.

Reference 40 - 0.04% Coverage

As a proud alum and supporter of UM academics, I have concerns about the proposed recommendations to make such drastic reorganization steps and faculty cuts to the university's Humanities programs. As the recommendations state, "a UM education will promote the core competencies and values of thinking critically, exploring creatively, living ethically, and communicating effectively." Despite our technology-driven culture, I believe these values to be more important than ever and am concerned that these substantial proposed cuts to the programs that foster those skills, the Humanities programs, will undermine the university's ability to deliver on that promise.

This is especially concerning for the English Department. I have had the privilege of studying under, learning from, and interacting with many of the talented and dedicated staff within this department and have watched as they've shaped and prepared hundreds of writers, educators, thinkers, and problem solvers to help change the world in Montana and beyond.

My petition is not just emotional, but based more on pragmatic concern than nostalgia. If UM "lead(s) conversations that question and expand the frontiers of knowledge to tackle the world's most complex challenges," as the refreshed mission statement declares, then it must continue to support and build, rather than cut, programs that foster communication, understanding, and critical thinking. I fear that such a large staff reduction, at 6 FTE, the second highest proposed for any of UM's programs, will weaken and endanger vital English Department programs, such as Teaching. This program already has few faculty members, and with no new hires, I fear for its future. Nearly every English teacher I've worked with that received higher education in Montana attended UM because of its strong ENT program and liberal arts focus. Consider not only how prospective future educators may look elsewhere for their training if UM fails to promote and support its English department, but also how the university may teach future generations, outside its walls, to "lead conversations that question and expand the frontiers of knowledge" if its efforts to train educators falls short.

I certainly hope that my fears are unfounded, but with such a large proposed reduction in staff, my optimism wanes. Please consider how these recommendations may have ripple effects far beyond UM's bottom line.

Reference 41 - 0.04% Coverage

The recommendation to combine the programs of Theatre and Dance very much devalues both degrees. Students who want to study Dance should be able to do so to the fullest extent, and the same with Theatre students. I understand the emphasis on interdisciplinary work, but there is already significant room for that in terms of school-produced productions, overlapping classes, and student projects.

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As an alumnus of the Dance program, I am very much concerned for the well being of the department. I am proud to say I have a BFA in Dance from the University of Montana because UM Dance has a national reputation for its renowned faculty and for the groundbreaking work that is produced there. UM students recently presented work at the American College Dance Association Northwest Regional Conference, and both of the pieces that were presented were chosen to be shown in the Gala Concert, and one piece was chosen to be performed at the Kennedy Center in Washington D.C. This is not an easy task, and it reflects the hard work and artistry that goes into the UM Dance department. Students would not be as able to take as much risk and spend time making their art if they had to fulfill responsibilities to the Theatre program as well.

Reference 42 - 0.04% Coverage

As a current educator at one of Montana's top high schools and a former major in English Literature and Political Science I am concerned with the amount of reductions proposed to these programs. While I understand that "across-the-board cuts will chip away at institutional excellence" (pg. 7, UofM Strategy of Distinction) I don't see how significant cuts to these programs and faculty will also serve the mission of the University to "prepare students for a diverse and interconnected global society," (pg.5). A recipient of the Presidential Leadership Scholarship to the UofM, from my high school, was planning on majoring in French and International Relations & Comparative Policy and now you're proposing taking these majors away. I am writing on behalf of this student because she asked me to. I am also writing on behalf of any student who wished to attend the University of Montana; a place I grew up in with Grizzly Cage Camp and NYSP; a place I was educated in and graduated from; a place where I was able to support my family as a Dining Services employee; and a place that I want the best and brightest from the high school I teach in to attend. Jenna McCrorie, the student I have referred to, is devastated by these proposed cuts. But looking back on my own education at the UofM, I too am devastated by these proposals. I sympathize with the plight of any administration that needs to make hard decisions, and a 44% reduction in international language majors is shocking; but how much are you actually looking holistically at the consequences of significantly weakening these areas of study? The UofM Strategy for Distinction claims to want to be a leader in the humanities. How is eliminating what is effectively any multicultural education majors going to make the UofM a leader in the humanities? As mentioned in the Strategy for Distinction, the world we live in is increasingly diverse. Our state university system doesn't even require students to have international language education in high school in order to be eligible to attend. Most other state universities do require this. Because our state institutions don't require this kind of humanities education, our public high schools also don't require that these classes be taken. This shows a concerning pattern of eliminating vital multicultural education in an increasingly multicultural world, leaving the University of Montana behind the pack rather than leading it. Language majors don't just learn a new language, they could save so much money by buying Rosetta Stone software if that's all they're doing. They learn the cultural nuances that make connections that lead back to the UofM.

The dwindling enrollment at the UofM is a result of mismanagement by President Dennison who conveniently jumped off a sinking ship just in time. This sinking ship was then handed to Royce Engstrom to try and repair as he dealt with a rape culture scandal that would stain the career of the best university presidents. Engstrom didn't stand a chance and so, in a lengthy process to find his replacement, Sheila Stearns took the helm and tried to fix a bunch of problems hastily as she only had a little bit of time to work on them. Now, President Bodnar will be the one to explain why this plan didn't work. I love that a man in his thirties is the president of the UofM. But it is only the UofM in Montana, what happens if the UofM in Michigan likes the cut of this guy's jib? Then who will pick up the pieces once again? The

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university can't just blow around in the wind. Instead it needs to reflect back on what it always did so well. I only bring up this history to illustrate the last 10 years of craziness that has befallen a proud institution. Yet, attendance isn't dwindling because of Presidential turnover or rape scandals, not to this extent and for this long. Attendance is dwindling because it spiked in the midst of the recession like all college attendance. The spike put dollar signs in the eyes of administrators and they spent that money, only to find that what brought the recession to the country (overspending and lending in a time of false prosperity) is exactly why the UofM is in such dire straits. Now the proposal is trying to change the course of what this university has always been about, liberal arts and sciences, and turning it into a "premiere research institution." Just like in high schools across the country, STEM is taking precedence over arts education even though all of the research supports a healthy mix of both. Taking away international language majors means taking away many students who double major. Students who double major do so in order to use both majors for their intended career. Taking away political science majors means taking away what will be a popular major for the extremely politically motivated "generation Z", plus it's a significant stepping stone into law school (lawyers usually make good donors). It is vital to look at what the needs of the next generation are, multiculturalism and civics education are a part of what will produce jobs for those on the front line of climate and energy science. It's about balance, and this proposal is tipping that and putting all of it's eggs into this one basket. Students aren't going to just start flooding the admissions offices because you trimmed the fat. The best way to deal with fat is to make it muscle (yes, I am aware that this is not physiologically accurate but just run with the analogy.) You should recruit kids who want to major in these areas if these disciplines are suffering from low enrollment. Change the requirements to attend to reflect who you want there. Require at least two years of international language in high school for admissions. Show prospective students that this is a big university, not some small state school in the Big Sky Conference. Finally, I know it's easy for me to sit here and solve all of your problems, like some armchair university president. I know that a lot of my proposed solutions have likely been thought of and discussed ad nauseam in all of your meetings. But what appears to be honest attempts to save this institution through showing that you can make the hard decisions might actually have a ripple effect that will only hurt it more. Stick with what got us here (not the part about Dennison spending money) a rich and balanced science and liberal arts education. Trends will continue to change and you run the risk of making a big change at the moment the paradigm shifts away from it.

#### Reference 43 - 0.04% Coverage

I appreciate the efforts to restructure programs offered at the University of Montana. I have earned three degrees from the University of Montana and currently teach English and French. For almost three decades, I have been actively involved in courses specifically designed for educators. Through on-campus classes, I have collaborated with other educators, shared the best teaching strategies, and returned to my classroom to engage students with literature and the development of oral and written communication skills. I am concerned about the plan to reduce the faculty within the English department. I am specifically concerned about this with regard to the single English faculty member who serves as the director of the English Teaching program and the Montana Writing Project. Despite her presence in U of M's English Department since before I started my B.A. in English in 1986, I am certain there will come a day when she will retire. Does her retirement also mark the end of the English teaching program? I hope not. Our K-12 schools rely on quality teaching programs to prepare our teaching candidates for many years of educating our children. I realize the recommendations are not final. Please carefully consider the implications of not replacing the one person in the English department who is the only English teaching instructor. The English teaching program is critical to all of

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the students in our K-12 educational system who rely on well-trained teachers who understand local concerns, statewide cultural understandings, and global connections.

Reference 44 - 0.04% Coverage

“The University of Montana’s mission is to provide a high-quality and accessible education at a worldclass research university. We shape global citizens who are creative and agile learners prepared to build and sustain communities. As Montana’s flagship university, we lead conversations that question and expand the frontiers of knowledge to tackle the world’s most complex challenges.” (from University of Montana Strategy for Distinction, draft, May 2018)

In the midst of sinking enrollment numbers and real financial difficulties, it is understandable that the University of Montana is seeking to make some changes to make their operation more sustainable. As per the mission statement mentioned in this strategy for distinction, UM's goal is to focus on "shaping global citizens" and maintaining a "world-class research university." After reviewing the proposed restructuring of the department of Modern and Classical Languages and Literatures, I have a hard time believing that the people who wrote this proposal have read their own mission statement. How can a university claim to prepare young Montanans for a global economy without comprehensive foreign language instruction?

Outside of the United States, fluency in at least one language other than English is both common and expected. The German language skills that I acquired at UM have proven invaluable in finding work in New York City. When coupled with skills in a field like advertising or engineering, fluency in another language can open doors in multinational companies which would otherwise remain closed. Even while I was still attending college, German provided me with invaluable research tools. With a foreign language, scientists and scholars have access to research that hasn't been translated yet, allowing them to remain at the cutting edge of their field. Conversely, comparing a text and its english translation can provide an understanding of certain concepts and ideas that is impossible to reach from a monolingual perspective.

Adequate language instruction requires more than one instructor per language. I started in german 101 as an absolute beginner, and my four year journey to conversational fluency would not have been possible without the opportunity of having multiple native and non-native speakers to have in-person conversations with. This is imperative for developing the ability to understand different speaking styles. Under the proposed restructuring, the University of Montana can no longer claim to offer legitimate language instruction. This is not only a direct affront to the idea of a liberal arts education, but a step towards insularity in an increasingly international world.

Furthermore, these decisions don't make good business sense. Part of the reason for the current enrollment decline is the decrease in academic offerings. Often, higher level classes are the first to go when positions are reduced in any given department. This naturally reduces interest in lower division classes--why should students spend time on pre-requisite and intro classes when there are fewer and fewer advanced classes to work towards? A good business invests in the quality of its product so that it can compete in a free market. If a restaurant reduces its menu to two or three items and uses only the cheapest ingredients, it's eventually going to lose its customer base and go bankrupt. Similarly, UM's current cycle of reduced opportunities and sinking enrollment numbers are in no small part due to active self-sabotage.

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The University of Montana serves a unique roll as Montana's last best option for an affordable liberal arts education. In a state whose youth are already departing in droves to seek better opportunities elsewhere, it is a grave disservice to the state and to the communities which make it up to force Montanans seeking a quality education in the Humanities to have to leave and pay significantly out-of-state tuition elsewhere. Vibrant, well-supported, state universities attract innovators and skilled workers from all over the world, which Montana will desperately need if we hope to compete in a global and rapidly changing economy.

I humbly ask that you please reconsider these proposed changes.

Respectfully submitted,

Reference 45 - 0.04% Coverage

I am all for re-organization and initiatives such as "Project Simplification" to streamline administrative processes. I also value opportunities for interdisciplinary collaboration, especially if we're marketing ourselves as a provider of a premier liberal arts curriculum. Although we'd be striving to transform our students to become lifelong learners, this achievement becomes borderline irrelevant when we fail our students by neglecting vocation-specific systems in place. Just as surgeons require M.D.'s and secondary school educators require state teaching licenses, cultural heritage professionals in both the public and private sector REQUIRE at least an M.A. in "Anthropology." Common job descriptions for archaeologists include: "Master's degree in Archaeology, Anthropology, or Cultural Resource management." The problem with a Masters labeled as "Social Science" is that, when employers look over many applications in a competitive field, applications may get overlooked due to arbitrary degree names (despite fulfilling qualifications underneath the jargon). Not to mention that when USAJobs (the site for pretty much all federal hiring) uses an automatic system to weed out resumes and CVs, a "Social Science" MA/MS is bound to be problematic.

After viewing the UPC data in Tableau, I noticed that the grad program for Anthropology is listed under "Below Cost" via benchmarking that examines both needs and costs; as an alum of the Anthropology program, I can confidently say that the allure of the department is its strong commitment to producing successful and active professionals in the cultural heritage field. By marketing the department as a producer of "Social Science" MA/MS graduates, prospective students that are serious about career advancement will not consider this program (no matter how strong the faculty is!) due to the vocation-specific roadblocks that they would face. This proposed consolidation strategy is not forward thinking and will lower graduate student enrollment. I urge you to not only talk with Anthropology faculty re: the vocation-specific systems in place outside of UM but to also talk with working alums. As a graduate of an "Anthropology/Sociology" undergraduate degree (yes, they're combined just like what you're proposing but at the graduate level) from a small liberal arts college, I am a firm believer that interdisciplinary approaches to solving real-world problems is a must. But at the graduate school level, the graduate degree outcomes need to reflect what employers require via protocol.

Reference 46 - 0.04% Coverage

This is a valuable program with a rich history that has contributed to Montana's well-being on both the cultural and the economic front. It also requires relatively little funding to maintain, and has brought in

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grants and awards in the recent past. Cuts to this program are the very essence of penny-wise and pound-foolish decision-making.

Reference 47 - 0.04% Coverage

Language and culture should continue to be taught, they are as important as ever before. Not only is Russian language, culture, and history important to me and is a passion of mine, learning it has made me a better person. I can't say enough good things about the Russian Department faculty at UM. They are some of the best teachers I have ever had and their desire to help and foster growth in their students goes above and beyond.

Furthermore, to warehouse Russian or German or Arabic or Chinese into European and Asian majors does a tremendous disservice to those that want to specialize at a time when we need specialists more than ever. It also discounts other regions, cultures, languages, and literatures of the world. The professors in MCLL work tirelessly in support of their students and in their fields.

I strongly oppose the university's recommendation to break up the individual majors and the cutting of faculty.

Reference 48 - 0.04% Coverage

This is a message of gratitude. I earned a graduate degree from UM in December 2015. I'm about to have my first year cracking \$100,000, and I'm doing it living here in Missoula. The education I got at UM has been invaluable to me and has allowed me to achieve my financial and personal goals in record time.

This is also a message of hope. Hope that you won't cut the program that got me here. I and a dozen of my colleagues are all making great money in Missoula as a direct result of UM's MFA in Creative Writing. We work at Submittable. We were founded by an MFA graduate. And collectively, we're building a 500 person company, where everyone makes 3 times the current median wage.

When we hire at Submittable, we don't even interview most candidates that come to us straight from the business school. If there is a creative degree on the resume, combined with real-world experience in any field, we bring that person in. Because that person knows how to work independently, how to think critically, and how to empathize. This has been our founder's strategy from the beginning, and it's working. We are a global company, recently received \$5 million in Series A funding, and grew 300% last year. Creative writers drive this company and are the heart of our competitive advantage.

Thank you for supporting the program that helped to craft me into a true citizen, capable of driving my own destiny and making an impact on my community. I still write, and read, and think about the lives of others. If I didn't, I am certain I would not be where I am today. Please don't let this program get cut. If you keep it running, we will keep hiring its graduates.

Reference 49 - 0.04% Coverage

I write to express my concern over the cuts that have been proposed to the programs in modern languages and literatures at the University of Montana. As I understand it from announcements you

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have made and from colleagues at UM, majors in individual languages are to be closed and instruction in languages grouped under two new majors in European and Asian studies.

This is an unwise policy that will negatively impact UM and its standing for many years to come. Before outlining my reasons for making such a drastic statement, let me say a few words about why this so concerns me. I graduated from UM in 1978 with a degree in Wildlife Biology and a B.A. in Russian. For a variety of reasons, one of which was a summer study program in the then-USSR organized by faculty at UM, I chose to pursue Russian studies in graduate school rather than wildlife biology. I did my Ph.D. at Cornell University”i.e, I leapt from the then regionally-decent (in overall standing) UM to the Ivy League. When I arrived at Cornell, I was told to take a graduate course in the history of the Russian language, a subject involving a fair degree of sophisticated linguistic theory. But I had had a similar course at UM during my senior year, and discovered in the Cornell graduate course that I already knew about two thirds of the material. And knew it well. In an individual study project during my senior year at UM I had also worked my way through an important early Soviet novel (in the original Russian), by a writer whose works were then only grudgingly being readmitted into print by Soviet authorities. This, too, turned out to be excellent preparation for the heavy demands of graduate literary study in a difficult language (and I wrote my dissertation and first book about Soviet literature, extending some of the insights I had gained in that senior-year experience at UM).

The Russian program at UM prepared me for graduate studies in this field at the highest level. I completed my Ph.D. at Cornell, taught at Reed College (in Portland, OR), then came to the University of Southern California. I have been chair of the department of Slavic Languages and Literatures at USC for many years. I also served in 2013-14 as President of the American Association of Teachers of Slavic and East European Languages (AATSEEL), one of the two principal professional organizations in the field in the U.S. I mention these facts not to flaunt my accomplishments, but to point out that the basis of it all was the preparation I got at UM”in both language and culture.

Over the years my respect for what the Russian program at UM gave me has grown, not diminished. At USC I manage both undergraduate and graduate programs in Russian. I see how other programs function (and the kinds of students they send my own department as graduate applicants). I remain enormously impressed with the current Russian faculty at UM”if anything, they do an even better job than the professors I had in the mid-1970s. It is very rare that I see someone applying to our graduate program who is better than the top students at UM. When I attended the 50th-year celebration of the Russian program at UM last year, I thought the papers presented by undergraduates were better than anything students at USC would likely have come up with. One of our USC Ph.D.s, James Goodwin, now a tenured associate professor at the University of Florida, came to our program from UM. One of our current graduate students, Justin Trifiro, is another graduate of the Russian program at UM. I am sure the Russian program can provide further names of its highly accomplished graduates, in many fields. The dedicated efforts of faculty in the Russian program at UM ensure that it functions at a level far above its modest regional location. I do not think it an exaggeration to say that it is one of the pre-eminent undergraduate programs in Russian in the western U.S., possibly in the country as a whole. Much of its success has to do with the way it teaches culture (literature in particular) in addition to the language: UM students come out not only knowing how to speak the language, but understanding the mindset of Russia, in a way that would simply be impossible if the program were reduced to a minimalist series of language courses.

I well understand the dire budgetary situation facing the University right now. But I would ask you to consider the longer-term impact of the changes that have been proposed to the teaching of foreign languages and cultures at UM in your University of Montana Strategy for Distinction (p.10). Majors in “Asian Studies” and “European Studies” will be, essentially, meaningless as replacements for study in individual cultures. Russia, for example, can hardly be adumbrated under the label “European.” The

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same applies to vastly different Chinese and Hindi (and where will you put Arabic?). The notion that the disparate cultures sharing a certain geographical space can be lumped together arises from a particular kind of American ignorance of the world. The regional groupings perhaps make sense in the study of geopolitics”but not for a program aiming to provide an informed education in the particulars, as one hopes a university would. To lump these majors together under two rubrics makes as much sense as grouping biology, psychiatry, zoology, and pharmacy under a “Living Organisms” major; or physics, chemistry, and geology under “Material World” studies. It is hard to imagine what value such degrees would have. If implemented, the proposed changes will very likely propel UM downward to the status a third-rate institution”in effect, not much better than a high school in the area of languages and cultures. I encourage you to think more imaginatively about the changes that need to be made, to consider other ways of restructuring, and to consult more extensively with the affected faculty and dean. There is so much, built through dedicated work over so many years, that will be lost if the proposed changes are put through.

#### Reference 50 - 0.04% Coverage

I am an attorney in Havre, and did not graduate with a degree in this program, but spent several years studying Russian language and culture with Ona Renner-Fahey. I don't think you can base the importance of the program on the number of degrees earned; my experience, knowledge base, and view of the world was changed for the better because of this program. I believe I am a more ethical, moral, and well-rounded person because I studied a different culture and learned its language. More importantly, Ona Renner-Fahey was the first and only professor that made such an impression on my life and education, that I continue to think of the things she taught me and conversations I had with her to this day, ten years later. Frankly, I will be disappointed in the University of Montana administration if it moves in this direction. While this degree may not be popular, the subject matter is life-changing. And so is the faculty.

#### Reference 51 - 0.04% Coverage

Fellow alumni from the MFA Program in Creative Writing have alerted me to the threats to the program, as reported in this article: [http://missoulian.com/news/local/university-of-montana-creative-writing-program-at-tipping-point-as/article\\_bf817f25-5c45-52c2-b862-ee0593113309.html?](http://missoulian.com/news/local/university-of-montana-creative-writing-program-at-tipping-point-as/article_bf817f25-5c45-52c2-b862-ee0593113309.html?) I am writing to ask you to reconsider cuts to this and other programs in the humanities and to support your faculty, undergraduate students, and graduate students in these departments. My two years in graduate school in Missoula changed my life and made me the writer I am today. I hope that students today and in the future will have the same opportunity.

#### Reference 52 - 0.04% Coverage

I teach in higher ed (Colorado), and I know there are serious, ongoing challenges with funding. I understand that choices have to be made, and that faculty salaries are a significant chunk of university spending. With all of that said, the Creative Writing Program at Montana is a program of distinction, a program that brings the best kind of attention to the University. It would be tragic--and I believe ultimately, financially irresponsible--to allow this program to fade into obscurity. The choice, then, is whether to allow that to happen, either by eliminating faculty positions, or radically underfunding TAs or operating expenses. Please don't let it happen.

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Reference 53 - 0.04% Coverage

It's discouraging to see such a successful program slated to lose valuable and necessary faculty members. I find it miraculous that in the middle of Montana at a smaller sized university there is one of the best dance programs in the country. The caliber of dance being created at the University of Montana often exceeds the dance creation occurring at much larger institutions, with much better equipped and funded dance programs, such as the University of Utah. This speaks volumes of the quality of faculty available to dance students at UM. If any dance faculty were removed from the program, it would severely damage the programs ability to continue nurturing very high caliber artists. Please do not gut a program that, against many odds, has created amazing art and better students.

Reference 54 - 0.04% Coverage

The humanities and liberal arts represent the oldest and most noble pursuits in education: education for its own sake. These are not vocational programs. These are not professional programs. Yet they they are the first steps on the path to excellence in whatever field a student chooses to pursue. If our goal is to produce critical thinkers with the capacity to engage in inquiry, creative scholarship and problem solving, and to push the development of knowledge beyond its current boundaries, then these programs must be prioritized for investment, rather than continue on the decades-long path to their elimination. The current proposed cuts will transform the University of Montana into a professional school. Is that really what we want?

Reference 55 - 0.04% Coverage

Dear Montana Board of Regents, President Bodnar, and other concerned parties,

Thank you for the work that has been done in the area of program evaluation, and the thought and care which went into the proposed Strategy for Distinction report. With this decade's steep enrollment declines, I recognize that this has been a time of great challenge for the University of Montana. I appreciate the work that has gone into this strategy, and am optimistic about some aspects of the proposed "Montana Ways" and "UM Core." Having a set of shared educational values and expected competencies helps build a campus community, and it raises the level of discussion across campus.

While I look forward to the finalized recommendations, I am deeply distressed by some of the proposed changes. I'm an alumnae of UM, from the class of 2014. I graduated with bachelor's of arts degrees in English (emphasis in literature), German, and communication studies (emphasis in organizational communication). I am shocked and saddened to see that the programs that made me have been slotted for near-destruction. The humanities are critical to UM's institutional identity, and I do not understand how cutting UM's humanities department can allow the new UM Core to "reflect innovative ways to honor our 'humanities-driven' liberal arts tradition (4)."

One of the most surprising aspects of the changes were the cuts to the Department of Modern and Classical Languages and Literatures, and especially the dissolution of nearly all of the language majors offered. In my current role as the MD Application Coordinator for the University of Wisconsin School of Medicine and Public Health, I know how much our admissions committee values study in a foreign language. The number of premedical students choosing to major in Spanish seems to rise every year. These students recognize the value of studying foreign languages, especially those that will allow them to directly treat patients from underserved populations in their medical practices. In cutting the

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Spanish major, UM will become significantly less attractive to some of the most academically outstanding high school students with healthcare careers in mind.

Additionally, it puzzles me that a university that has produced a formidable number of Fulbright scholars would cut the department responsible for cultivating so many of those scholars. As a senior at UM, I applied for and was awarded a Fulbright English Teaching Assistantship for Germany. I could not have done this without the German faculty, including Marton Marko, Elizabeth Ametsbichler, and Hiltrud Arens. Their mentorship was critical for me, and it was because of their teaching that I went from being a German minor to a German major.

The Fulbright was not the first grant I earned to study in Germany at no cost to me. In the summer between my junior and senior years, I was awarded a German Academic Exchange Service (DAAD) grant to study at the International Center for Journalism at Freie Universität Berlin. As part of this grant, I completed an internship at Freie Universität's Office of News and Public Affairs. I could not have had this pivotal professional opportunity without the support of the German faculty, as well as the then-External Scholarships Advisor, Laure Pengelly Drake.

The opportunities that were made available to me are not unique. I would not at all be surprised if the MCLL department produces more Fulbright scholars than any other department on UM's campus. There are a host of opportunities to study and work in other nations, expand individual horizons, and form critical relationships that are only open to students who have studied at least one foreign language. Updating UM's mission statement to reflect a commitment to "shap[ing] global citizens" while hobbling students' chances at global opportunities is antithetical, and it will rob Montana of well-deserved international recognition.

There are practical fields and training programs that are essential for our nation's success, and I am optimistic that the UM will continue to offer exemplary education in those fields. From the Department of Communication Studies, I received spectacular, practical preparation for the working world. The faculty, including Betsy Bach, Joel Iverson, Gregory Larson, and Steve Schwarze, consists of top-notch educators, and the camaraderie in the department is exemplary. The public relations training I received in the department was critical to my earning the DAAD internship, and the organizational theory coursework directly prepared me for the organizational development consulting work I started as an intern and now conduct as an associate of a firm. My communication studies coursework gave me valuable, practical skills. But my coursework in the Department of English helped me discover the kind of person I wanted to be. In addition to the reductions proposed for the MCLL department, I am dismayed and distressed by those recommended for the Department of English. The faculty in the English department care deeply for their students. I will always remember and treasure their patience with me as I was developing my writing voice, their expansive knowledge of the English canon(s), and their mastery in guiding discussions on questions that have confronted humanity for centuries. The mentorship and teaching of Christopher Knight, Rob Browning, David Gilcrest, Robert Stubblefield, John Hunt, and Louise Economides have been critical to my personal development. These amazing people exposed me to some of the most brilliant writing the English language has to offer, to ideas so compelling that they could hold even a college student's interests for hours on end. They taught me to read with insight, to write with clarity, and to act with care. I owe them so much.

The values fostered in me by the Department of English are timeless, and they connect me to more chapters of the human story than I as a college freshman could have fathomed. In the next few years, the rules on submitting press releases will have changed. Technical standards will have been updated, new technologies will be emerging, and many of the nuts and bolts curricula in technical education fields will need to be revamped. But the lessons I learned in the Liberal Arts Building, in stuffy classrooms and

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tiny faculty offices, in the basement floors of the Mansfield Library, and in musing hikes up the M trail--these will stay with me for life. And for those lessons, I have the Department of English faculty to thank. I know such anecdotes hardly count as the kind of qualitative evidence on which one can build a university budget. I could easily be accused, like so many English majors before me, of being overly sentimental. And it is true that I find it impossible to be rational about a place, the University of Montana, with which I am so wholly in love. I met my now-husband in a German course during my first semester at UM. After my husband graduated from UM's Department of Physics and Astronomy, he went on to earn his medical degree at the University of Virginia, and is finishing his residency in internal medicine at the University of Wisconsin-Madison. After my Fulbright year in Germany, I earned my master's degree in the humanities from one of the nation's premier research institutions, the University of Chicago. I have recently accepted a fellowship for a PhD program in Educational Leadership and Policy Analysis at UW-Madison, one of the top schools of education in the country.

My husband and I know that our personal fulfillment and professional successes could never have happened without the educations we received at UM. While we give regularly to the UM Foundation, we dream of someday being able to give more significantly. While the UM Foundation does not track alumni giving by area of study, I would not be surprised if a majority of gifts are from liberal arts graduates--individuals like Dennis Eck of then-Liberal-Arts-now-Eck-Hall, a 1968 graduate of UM's history and political science departments. This is because the liberal arts, and especially the humanities, involve not just instruction in critical skills, but the cultivation of students' souls. When a course of study so dramatically shapes the course of your life, you can't help but want to give back. When faculty make such a difference for you, you want them to be able to keep making that difference for all the students who follow.

It is my great hope that the University of Montana continues to be a place where the kind of personal transformation I experienced there can still happen. I hope the English department can continue to produce such outstanding alumni as its most recent Pulitzer-winning MFA graduate, Andrew Sean Greer. I hope that MCLL can continue to provide Montana students with a global education for a globalized world. And I hope that when alumni like my husband and I are in a position to give significantly, UM's institutional story is still one we know, and to which we feel personally connected.

None of these things can happen without the administration's support for the fields that are critical to UM's institutional identity. Please adapt the recommendations so that UM can be both sustainable and student-serving. With the brilliant minds at the University of Montana and the passion which so many have for this institution, solutions can be found. But we must honor our institutional story, and that is a story in which the humanities are a central character.

Please do not hesitate to contact me if I can provide any additional information that may be helpful.

Sincerely,

Reference 1 - 0.13% Coverage

I am an alumna of the University of Montana who graduated in 2012 with degrees in Business Management and Dance. I would like to comment on the proposed reorganization of the Theatre and Dance department. I do strongly believe in uniting the theatre and dance programs and providing more opportunities to integrate them. I felt there was a degree of division between the two programs while I was studying at the University of Montana, and supporting both art forms in equal amount is so important in this integration. I can honestly say that I would not have been as successful in my life and career path after college had it not been for the dance department. Some of the most amazing experiences of my life happened during my time there. The Dance department is highly distinguished

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among other departments across our nation. The simple fact that the University of Montana had a major in Dance was the reason I decided to attend this school. It is the ONLY university in the state that offers a Dance major. That is no small fact. From various resources in and surrounding the Dance department, I have come to understand that the proposed cuts to the faculty will greatly impact the ability of the department to offer BA and BFA degrees with specializations in dance. Cuts over the past 5 years have already hindered the Dance department and affected enrollment. We cannot let this continue. The work that the Dance department does not only better the lives of students, but also better the lives of the Missoula and greater community. This can be seen in the enormous amount of work Karen Kaufmann has done in the public schools. I urge you to reconsider these cuts and continue to support a program that is both unique in the state of Montana and distinguished across the nation. Thank you.

#### Reference 2 - 0.13% Coverage

I would like to voice my support for the continuation of majors within the Modern and Classical Languages and Literature department. I think that now more than ever we need to support young people who are studying international topics and learning to become global citizens. Losing 7.5 full-time positions within the MCLL department as well as the option of majoring in a language will deter students from obtaining a culturally rich education and will limit them to simply learn a few grammatical structures in order to meet educational requirements. In today's world, this is simply not enough.

#### Reference 3 - 0.13% Coverage

I am disheartened to hear that the University of Montana is considering eliminating the master's degree in English teaching. Dr. Beverly Ann Chin, former president of the National Council of Teachers of English, is the reason I chose to earn my doctorate at Montana. I understand that budget cuts are necessary, but the integrity of the institution must be considered. Thank you.

#### Reference 4 - 0.13% Coverage

It's the first day of school. My first day of full time teaching. I have prepared lessons for 9th grade English, 10th grade English, 11th grade English, 12th grade English, 7th and 8th grade Accelerated Reader, Speech, and AP English Literature. I will prepare lesson plans for all seven of these classes, in addition to my extracurricular duties, every day for the next nine months. Around the beginning of November, I start to think I can't do my job to the best of my ability. It is too overwhelming. So I pick up the phone and call the only person who I know understands: Dr. Beverly Ann Chin. It's 7:00 or even 8:00 o'clock in the evening. She is available. We talk for over an hour about how to manage my lesson planning, how to get enough rest, how to still succeed in my classroom; really, we talk about how to help me help my students. I keep teaching\*.every single subject that I am licensed to teach in the state of Montana\*over the next three years. This is rural Montana, where the bulk of University of Montana graduates with teaching credentials will go, and it is hard. Without Beverly Chin, I would never have made it. Without her methodology courses, I would never have made it. Without the University of Montana's English education program, I could never have become who I am today. I would have given up that November in my first year of teaching and contributed to the growing rate of attrition for teachers in the United States. Instead, I am currently finishing my 9th year of teaching and going into one of the most prestigious English Education Doctoral programs in the country next fall.

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Dr. Beverly Ann Chin and all the professors at the University of Montana, especially in English, History, and French made my success possible. UM's graduated k-12 teachers rarely contribute to those national attrition numbers, as we have been so well prepared by Dr. Chin and the English Department that we can succeed where others cannot. That is the type of preparation I hope to continue providing for America's teachers when I graduate with my doctorate in English Education, and it is thanks to Beverly Chin and the University of Montana's English, History, and Foreign Language programs that I am able to do so. To consider cutting the programs that make up the foundation of a Liberal Arts education, that make up the foundation of our University, is to blatantly state that you do not care about the University of Montana, its future, or its students. Our seal reads Lux et Veritas. If you were really working to bring light and truth to people, you would work on strategies to fill the programs you seek to cut, rather than following this Trump-ian path of anti-intellectualism.

The University of Montana should be the bulwark against the anti-intellectual movement that is Trump's America. How dare you think that cutting languages, arts, and teaching programs is the way for Montana to continue bringing light and truth to the world.

To whom and what are you bringing light and truth in this program which you have proposed, Mr. Bodnar? It certainly isn't the University of Montana

#### Reference 5 - 0.13% Coverage

I just want to comment on the amazing quality education I received from the University of Montana Department of Economics. The amazing faculty guided me in writing a senior thesis that eventually landed me a job working for the most powerful senate committee in our country. From there, I was able to leverage my education and experience into attending Harvard Law School. My economics education at the University is still relevant in the work I do everyday--in tax court, I work with economic experts from top-rated institutions like Harvard and Princeton. They are constantly impressed with my fluency in their field of expertise, which I readily attribute to Montana's outstanding economics program and faculty. Economics graduates end up in jobs with significant influence over the future of our communities and our country. This program should not be facing cuts--it should be receiving more support and attention to ensure that Montana graduates are part of conversations that matter.

#### Reference 6 - 0.13% Coverage

It is absolutely imperative that the University of Montana's Creative Writing program be preserved. I attended the program and earned my MFA in Fiction in 2010, and count the time spent in the program as one of the defining experiences of my life.

When I was living in San Diego and applying for MFA programs across the country, I quickly learned that UM's program was held in high esteem. When I told faculty and writers in the San Diego community that I had been admitted to UM, they were impressed. Most lists that ranked MFA programs at the time listed UM's in the top five.

UM's Creative Writing program lived up to the hype. Beyond the benefits of being immersed in a community that included some of the country's best young writers, I also learned how to do something I'd always wanted to do: write.

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I know that an English degree can seem outdated and useless, but that perception is wrong. I work now work from home as a professional writer, a career that's allowed me to live in Butte, Montana, a place I love. My husband, who I met in the MFA program and who holds an MFA in Fiction as well, is the assistant editor of The Montana Standard. There are too many success stories to keep track of -- in fact, the coordinator of the program sends out quarterly updates on alums, and it should be said, the lists of successes are long. Down I scroll, reading a seemingly endless litany of prestigious publications, book deals, grants, interviews, and job offers. The program as produced real, verifiable results.

If distinction is what you're after, don't let the most distinct program at UM dry up and die. I implore you. Fund the Creative Writing Program, and the students will come. People want to learn how to write and will pay to do so somewhere beautiful and prestigious. Rather than evolving, build on UM's legacy.

Thank you,

#### Reference 7 - 0.13% Coverage

I have learned via Dr Beverly Chin of the possible elimination of the ENT- MA English Teaching and Montana Writing Project (MWP) programs.

As a UM MA English Teaching degree holder (1989) under the direction of Drs. Chin and Richard Adler (retired), as a 28-year veteran high school English teacher in both Bozeman and Helena (all levels including AP Lit, AP Lang, and Creative Writing) , and as a previous Co-Director of MWP at UM in the late 90's, I am deeply moved to comment on such potential cuts. These programs, professors, and community have shaped my entire adult life. But, I will spare you the pathos or my ethos on this. I will just stick to two points of logos here:

1. I've read that Missoula County Public Schools is currently considering some sort of EngageNY curricula that would have high school students NOT reading an actual novel until junior year. Think about that. Think about what that means. If you cut programs that specifically train teachers in the actual craft of teaching, UM and MCPS are teaming up to double-whammy our up-and-coming students/community leaders from any sort of educated society that better understands the world through the lenses of literature and writing.
2. Ok, ok, it's a business decision. "What gets measured, gets done" and all that. Let me tell you something about business. Your business that is UM. It takes money to have money (to thereby offer programs). Specifically, I've taught high school seniors (AP Lit) at Helena High for some 15 years. These are your Davidson Honors (and MSU Honors College) students. It used to be that my AP students at HHS were about 50/50 to MSU and UM. I'm pretty sure that's not the case anymore. Why? Because, from my perspective, UM is totally off the back compared to MSU when it comes to the recruitment of my students. So, maybe have a look at your income stream, before you cut programs that affect your outcome. Have a look at the forest AND the trees before you start chopping it all down. Thank you.

#### Reference 8 - 0.13% Coverage

Throughout the past year, I have been aware of an ongoing conversation about the future of the University of Montana's Master's of Public Administration (MPA) program. As an alumna of the program, it has been disappointing to observe, from a far, how fears about retrenchment, the future vitality of the Department of Political Science, and faculty relationships have played out.

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

To begin, my experience with the MPA program was extraordinary. Returning to graduate school after more than a decade in the field, I felt nervous about my own abilities in the classroom. I was also concerned about how I would engage in coursework outside the MPA to strengthen the areas I felt were weakest (for example, research methods). Timing really is everything - and I consider myself lucky to have become a University of Montana graduate student the same year that Dr. Sara Rinfret joined the University's faculty. Because of Dr. Rinfret, I was challenged and developed new knowledge in the MPA program. Like other students, Dr. Rinfret provided the opportunity to connect theory to practice by engaging students (like me) in research projects. Furthermore, her advice on course selection, professional development, and the program at large ensured I left the MPA stronger than I entered. Under Dr. Rinfret's leadership the MPA has grown dramatically - from course offerings to student enrollment. Those of us who have been fortunate enough to engage with Dr. Rinfret spread the news about her program - across Missoula, throughout Montana, and around the globe. It is no surprise to me that the MPA is changing in dynamic ways. In my opinion, it is being re-imagined to suit the academic needs and professional demands of practitioners in the 21st century.

With the above in mind, it has become disheartening to hear about the negativity surrounding the MPA's move to the Baucus Center. I am disappointed to learn that Political Science faculty have reacted in the way they have; suddenly becoming concerned and interested in the Program. In my experience (taking traditional political science coursework as part of my MPA), us MPA students were looked at as second-class citizens. Classrooms were uncomfortable. To say that faculty demonstrated a looking down upon MPA students that, in turn, was mimicked by political science Master's students is putting it lightly. From my perspective, I never felt that the political science faculty supported the MPA program.

It has been surprising, therefore, to understand that there is resistance to the MPA moving to the Baucus Center. As a program alumna, reading about this move was exciting! I believe that one of the greatest assets that the University of Montana has is simply being in Montana. For students, this means connections to government, elected officials, and bureaucrats are easy to obtain. In Montana, we are really just a degree or two from those with power making decisions. I see great opportunities to capitalize on this fact for the MPA - which I believe is only strengthened by moving to the Baucus Center. The Baucus Center is a natural fit for public administration - even the mission speaks to the fundamental core of PA, "to prepare our next generation of public servants and engage in work that makes a meaningful difference for today's leaders." When I think about the MPA program, it is this public service ethic that resonates - not traditional IR/Comparative political science that does not include public administration whatsoever. For the MPA to continue to grow and become a top performing program in the region, alignment with the Baucus Center makes the most sense.

Around the country it is not uncommon for public administration programs to be separate from political science. With the dynamics that I observed as an MPA student, I understand that one reason may be that traditional political science is generally conservative and slower to change. The University of Montana's MPA, on the other hand, is evolving to become a responsive and challenging program on the leading edge of today's administrative reality. Moving to the Baucus Center allows the political science program to focus on what they do best, while allowing the MPA to innovate an exciting, cross-disciplinary program that best serves public administration students.

Reference 9 - 0.13% Coverage

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

It has recently come to my attention that the ENT graduate program and MWP is in real jeopardy of ending due to "right-sizing". I was a MWP participant with Heather Bruce, and when the University lost her, it lost the program. Dr. Chin was gracious enough to step into that role last year; I served on her leadership team, and it was an extremely effective and useful institute for all teachers involved. It would be a terrible loss to lose the writing project again if Dr. Chin should decide to retire.

In addition to the MWP, I am a recent graduate of the ENT graduate program, and I can not speak highly enough of that program! The courses that I took were not only rigorous, but 100% relevant to my teaching. I gained more from the ENT graduate program than I have in any of my other studies. Many of my teaching colleagues have graduated from this program, and they too speak very highly of it. It would be a travesty to lose such a rich and respected program.

I have little time to right this plea, but I pray that you will consider the benefit of the ENT graduate program and MWP for the University and the students it serves. I understand that you have a very difficult decision to make. Please investigate how "re-sizing" will affect these two valuable programs.

Reference 10 - 0.13% Coverage

I am writing as an alum of UM's Creative Writing MFA program. After reading a recent article in The Missoulian about the Creative Writing program drying up as budget cuts to the English department loom, I was saddened and alarmed.

When I was an undergraduate in New Mexico, my mentor and writing professor Daniel Mueller recommended I apply to UM for graduate school, a program he considered on par with the famed Iowa Writer's Workshop. The year I got in, it was ranked in the top ten writing programs in the country by The Atlantic Monthly. I now run the Creative Writing program at Idyllwild Arts Academy, an arts boarding high school, teaching some of the top high school writers in the country and world, and I recommend UM as a top-tier place for them to study writing.

The Creative Writing department puts UM on the map. It is nationally renowned, and having a degree from there has served me and countless others well. I recently hired an alum from the program, Alice Bolin, who, not yet thirty, has an essay collection coming out with HarperCollins that is already receiving rave reviews and national attention. As I am sure you know, two graduates of the program have won the Pulitzer Prize in the last few years. The students in my years in the program at UM were the most talented group of people I have ever worked with, and many of them have gone on to publish and make their mark in interesting ways in the world since then.

It would be a tragedy to see this program dry up due to lack of funding. I believe it is the most well-known and nationally-renowned program at UM. I realize that there are many factors, as the article I mentioned discusses, affecting the struggle to fund this program. However, I think it is worth the long-term investment to keep it funded and allow one of the oldest and most prestigious writing programs in the country to continue to thrive.

Sincerely,

Reference 11 - 0.13% Coverage

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

I am writing about the proposed budget cuts at The University of Montana-Missoula. My late husband, \_\_\_\_\_, and I are both U of M graduates, have been strong supporters of U of M, and even sponsor a scholarship in our name. Two of our children went through your programs and have used their language majors in their professions. My son uses Spanish with his clients in the practice of law, and my daughter uses her Spanish in her teaching profession. And, we also have a granddaughter who, after majoring in French, may be applying her skills in understanding other cultures for years to come, as her husband is in the military. In our family, there is no question of who you are going to root for during football and basketball seasons. We are loyal Griz fans.

Our daughter also studied poetry in your creative writing program and now teaches poetry, as well. Although the creative writing program is not on the chopping block per se, when she attended the University, the program was one of the top ten in the country. We have always been proud of her, her friends, their writing accomplishments, and their record of publications. The program is no longer in the top nationwide, but could be with funding and renewed support. Instead, English faculty cuts could lead to the program's demise.

As long time supporters of U of M, I urge you to reconsider the proposed cuts.

### Reference 12 - 0.13% Coverage

The University of Montana English Department has been a vital part of the university since its founding. For decades, the UM creative writing program defined what it meant to be a writer in the west. Despite offers from more prestigious institutions, I came to UM to pursue an MA in English in large part because of the depth the faculty could offer in literature and the environment. The MA gave me the inspiration and foundation I needed as I went on to a PhD. And ten years later, my experience in the UM English department was an important part of my decision to return to Montana to build a career in the nonprofit sector.

On my return, however, I was disappointed to see that decade of cuts had reduced the department's effectiveness. The creative writing faculty which had once been so stellar was clearly stretched thin. The professors who guided me through John Milton, Wallace Stegner, and lyric poetry; the professors who challenged me to be a better writer; the professors who introduced me to the critics that formed the foundation of my future academic work; all were barely holding on. And today, I see the department targeted with additional cuts of six FTEs. \

Six cuts. That number--along with the elimination of language departments--sends a clear message to alumni, faculty, future students, and Montanans everywhere: UM will longer provide a world-class education.

A university is not a corporation. A university is an investment in the state's future, and an expression of its values. Gutting the departments that allow students to discover the world's literatures and languages tells the world that Montana does not value its place in the global economy. That Montanans are not curious about looking beyond our own narrow world view.

On a more practical note, how can you expect to attract new students when you have eviscerated the core liberal arts disciplines? How can UM administrators expect a gutted department to attract new majors or to develop the kind of innovative programs that will draw students in? How can UM fundraisers justify this travesty to donors?

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### **What is your comment about a program or college?**

This plan does a disservice to the notion of what it means to be a state's premier public institution. A flagship university without a vibrant, well-supported English faculty is no longer a flagship.

Reference 13 - 0.13% Coverage

Please incorporate it in the Baucus Institute fit long term growth and stability.

Reference 14 - 0.13% Coverage

To the Administrative Body at UM,

I graduated last year from UM with a major in Liberal Studies, and two minors in History and Classical Languages and Literature. Right off that bat, I must declare that neither of these two minors would've been possible to obtain, had I not decided to major in Liberal Studies. These departments simply would not have overlapped, had I chosen to major in either. The Liberal Studies major allowed me the freedom to select from a wide variety of classes to enroll in, which also counted towards the Liberal Studies major. To this end, I am sure that I could've aligned my class schedules towards minoring in some other department (English-Lit, Business, Math, etc.) if I had wanted to.

However, I am 100% SATISFIED that I decided to pursue a degree in Liberal Studies, I can think of no other major that caters towards developing student's character. By developing a student's character, you are setting a student up for a life-long enterprise of success. With my Liberal Studies degree, and the freedom it offered to choose from a wide variety of classes to enroll in, it DIRECTLY QUALIFIED ME FOR MY CURRENT JOB POSITION: INTERPRETATIVE PARK RANGER. It was my character that helped me in this job's interview process, since this job is all about how you carry and present yourself to the public. I know that student success, post-graduation, accounts for a great deal in the metric of determining which programs stay and go- please note my case and the success my degree allowed in the current job market. This is a federal job that pays well.

It should also be considered that the Liberal Studies department is the only one to offer Hindi, and to have classes that focus on this region of the world. India is, and has steadily become, a global economic power. For this reason alone, it should be paramount to keep the Liberal Studies program around if UM wishes to remain globally relevant. Yes, there are programs for Russian, Chinese, and Japanese (along with a host of others) - so it should make sense to include, or keep, India in the mix as well.

From all of the wonderful professors of Liberal Studies, I only had the pleasure of being able to enroll in the classes of Professors Dietrich, Justman, and Vanita. Since Dietrich and Justman are retired, I will focus on Vanita. I have never met anyone who has as much knowledge and wisdom as Professor Vanita. Her course on the Bhagavad Gita truly shook and re-formed my worldview. My wife and I were going through an especially hectic and weighty change in our home-life (the introduction of our newborn daughter), and I truly believe that this course helped me through those times as a powerful source of consolation. The wisdom she offered truly is a gift that will keep on giving throughout my life, and is something that a university should offer- it is more powerful than a diploma ever could be. Her class (which was a LSH one, but again overlapped into many other departments including LIT) entitled "Stories: From East to West," also was a formative experience for me at UM. She taught us to read and write with context, to interpret the texts in a variety of ways and not through one view, by itself. She taught us and informed us about the world and its many complexities, how trans-national communication is persistent, yet limited. Practically, she taught us elements of writing and grammar that will remain with me for life. Being in the job market now, I can attest to the importance of clear,

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grammatically correct writing, it sets you apart from others in a most beneficial way. Her experience and teaching style set us up to be global citizens.

In short, I urge you to keep all three Liberal Studies professor, and the program itself. Character development was a principal part of the ancient Greek "schools" on which the western model for education developed. "Education" itself derives from the Latin "Educare" (which translates "to mold"), which means that an educational experience should have the effect that it did on myself. I feel like a completely different person than when I first set foot on UM, a testament to the Liberal Studies department, since I felt that nothing could have such an impact one like my prior experiences in the military and in combat did. On that note, the sheer wisdom offered by the Liberal Studies department and faculty allowed me to make peace with my experiences overseas, something which neither therapy nor medication could do. For opening my eyes afresh, I am eternally grateful to the entire Liberal Studies department of new and old; I must urge you to keep this program and its professors around. If this program can change just one other life like it did mine, then it must stay open as a service to humanity, our nation's veterans, those who seek to learn, and those who seek healing or perspective. Please reconsider your evaluation; not all value can be quantified in numbers and the bottom line. Thank you.

#### Reference 1 - 0.06% Coverage

As an alumnus of the University of Montana English literature Master's program, I write to object to the recommendation of faculty cuts to the English department at UW in the strongest possible terms. It was my experience in the excellent and rigorous MA program that set me on the path to pursuing a PhD in English at a US News top 15 program (University of California, Irvine) in 2015. Without my experiences with Professors Baker, Cook, Harrison, Kane, Glendenning, and others I would not have had the tools or motivation to pursue my advanced degree. Although I understand the enrollment decline and financial issues affecting UM, the answer to re-achieving "distinction" in a flagship university is never to make that institution into a technical institute. I shouldn't have to name distinguished people associated with the liberal arts at UM, but I will: A.B. Guthrie, Richard Hugo, Leslie Fiedler, Albert Borgmann, James Welch, Joanna Klink, Debra Earling, J. Robert Lennon, Ed Skoog, Edward Abbey, and no doubt many more. I encourage you as adamantly as possible to reconsider this proposed course of action. It is one that will result not in distinction in higher education but rather in the further decline flagship institution to an "also ran." Pres

#### Reference 2 - 0.06% Coverage

I want to briefly voice my support for the Climate Change Studies program as it exists now. I graduated in 2017, as a Journalism major with minors in Climate Change Studies and Spanish. I also graduated from the Davidson Honors College and the Franke Global Leadership Initiative. I'd like to think I'm a fairly good example of the cross-disciplinary nature of the Climate Change Studies. Nicky Phear was a fierce advocate of all of my studies, and my passion for sustainability was largely inspired by her work. I saw in the May 2018 version of the Strategy for Distinction that there is a proposal to move the Climate Change Studies back under the College of Forestry and Conservation. While I highly respect the work that the College of Forestry does, I think this is a wrong move. We must approach sustainability and climate change with a variety of skills and beliefs, and this is what the Davidson Honors College excels at. I learned to think critically and solve problems under the DHC, and I believe that future CCS students will be able to find real solutions once they are taught these same strategies.

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### **What is your comment about a program or college?**

#### Reference 3 - 0.06% Coverage

The Theatre and Dance program is crucial in maintaining the livelihood of Missoula and what an Arts School stands for. If I hadn't had the full experience of the Dance program, I would not have had the opportunity to train in New York with the American Ballet Theatre and The Paris Opera Ballet in France. Movement and the arts is crucial in shaping our community and the children who reside here. The ballet studio I currently work at, produces strong, respectful, and vibrant youth whom want an opportunity to continue their love for movement at the higher level. If we continue to cut staff and funding for the Dance department this is no longer an option. Please take into consideration not only the past and current students of the Dance Department, but the future that resides in our close knit community. We need the arts!

#### Reference 4 - 0.06% Coverage

I want to speak to how valuable both having Nicky Phear as the director of the climate change minor and having the climate change program as a part of the Davidson Honors College was to my education. Nicky was an incredible advisor and, through my experience, it is clear she is fully devoted to the success of her students and to providing them with unique opportunities to help them reach their full potential in whatever of the many academic disciplines the program supports. Being part of the DHC has helped the program grow and attract students across a large variety of departments and I think that is an incredible value on a global scale when thinking about the magnitude of climate change and its multiple solutions spanning various career paths. As a graduate with a climate change minor I would recommend Nicky continue as the program director and it remain a part of the DHC.

#### Reference 5 - 0.06% Coverage

The idea to fold various programs together into a single social sciences MA does a disservice to the field of Linguistics and the high quality research and service that the faculty can do. As an alum of the linguistics program, I can attest to the great work the program does to train students. I was personally able to use the knowledge I gained to get into a PhD program and then eventually a job at a university.

The linguistics MA allows students to gain and foster an interest in the topic and to work with people in the community. The program is of such high quality that I constantly try to send students to UM after they finish our undergraduate program.

In short, I fully support the faculty and believe that the work they do transformed my life and produces high quality students who will/have had a great impact on the field of Linguistics. Merging the program will reduce it's reach and likely make it hard if not impossible to find and recruit students later.

## [Donor](#)

#### Reference 1 - 0.06% Coverage

I believe it is a mistake to eliminate a faculty line in Dance. UM is the only institution in the state of Montana that offers a Bachelor of Arts, and currently a Bachelor of Fine Arts in Dance. Losing a faculty line would mean that in the future, UM will no longer be able to offer incoming students the option of pursuing a BFA in Dance. Please rethink this recommendation

## UM Strategy for Distinction: Feedback

### What is your comment about a program or college?

#### Other

##### Reference 1 - 0.04% Coverage

The strategy draft effectively eliminates BMED. This is a concern, since it is not clear how many of the faculty in this program would be "retributed ... to align with areas where contributions are most relevant". This group includes molecular physiologists, and molecular pharmacologists and medicinal chemists, immunologists, and toxicologists. Moreover, BMED houses four graduate programs. Some of you know that we have created a Molecular&Biosciences umbrella houses these programs along with Biochemistry&Biophysics (joint between Chem/Biochem and DBS) and Cellular Molecular and Microbial Biology (in DBS). The VPRSC (and Grad School Dean) has recommended that this "umbrella" should become a graduate division, for which the infrastructure already exists. Nevertheless, some departmental home must be identified for BMED faculty who participate in BMED grad programs and do not fit into other CHPBS components. Alternatively, BMED should be retained and aligned with a distinct academic mission.

##### Reference 2 - 0.04% Coverage

Just heard UM is cutting down their languages program, but I do think that is not a wise step to take as it will effect future generations' abilities to communicate on a global level.

##### Reference 3 - 0.04% Coverage

Why in the world would UM make Modern Languages the scapegoat of its budgetary difficulties and eliminate their programs? There is a shortage of language teachers looming ahead, because too many institutions of higher learning are eliminating their language majors. Please try to find another solution to remedying your budget shortfall. Cutting down a few administrative positions would be a very good start.

##### Reference 4 - 0.04% Coverage

Please reconsider cutting these programs. Americans are woefully uninformed about the world outside US borders. With globalization, now more than ever we need programs like French, Spanish, German, Russian, Classics, and Area Studies.

##### Reference 5 - 0.04% Coverage

This is beyond disgraceful for an accredited University responsible for producing 21st century graduates.

##### Reference 6 - 0.04% Coverage

I am enrolling at UM this spring, and my biggest reason for enrolling here, is that it is so close to home, and I can major in a foreign language (French), that is, until now. I have just found out that it's being cut, and I am horrified, language programs seem like they're always the ones that are swept under the rug by any school with budget problems. I had my heart set on this program, and now, I don't know if I'm interested in attending your school because I can't follow my dream. I took French for 4 years, took the AP exam and passed, was the vice president of our French club, was inducted into the French Honor

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

Society, and even have an award named after me in the Glacier High School French Program. I was looking forward to attending your school, exploring potential study abroad options, and expanding my horizons. I'm horrified, and so are many others that had hopes to major in any foreign language at your school, I've talked to many about this issue, and 95% are talking about going to other schools instead. Please consider not cutting these programs, otherwise you're going to lose a large portion of your upcoming student body.

#### Reference 7 - 0.04% Coverage

These programs should not be cut. By cutting these programs you close students minds to learning about and understanding other cultures. It is incredibly important especially in this day and age to encourage students to learn about and appreciate other cultures so that we can have a more accepting and appreciative view of our world and the people in it

#### Reference 8 - 0.04% Coverage

Cutting world language programs will put graduates of your university at a serious disadvantage. Please consider saving your language majors; the high schools of Montana will suffer teacher shortages without language majors graduating from your university, and linguistic exposure will only benefit U of M students. Please find the money to save these majors!

#### Reference 9 - 0.04% Coverage

It is incredibly disappointing to me that any institution of learning would work against the development of cultural and linguistic exploration. Especially these days we must actively support connection to our shared world, not build barriers between students and their neighbors.

#### Reference 10 - 0.04% Coverage

It would be very disappointing to have foreign language majors removed. UM has been positioned as a superior humanities college to MSU for years but this change would undermine that. Foreign language is critical to a holistic education. Furthermore, any student wishing to expand their education relevance globally should have the option to major and minor in languages such as French and Spanish. I have attended the UM foreign language days for high school students in the past and they were the high point in my mental image of UM. I saw the expanded language opportunities in college to be the hallmark of a quality education. If the language majors are changed as currently planned, these opportunities will clearly be drastically limited for all students, current and future.

#### Reference 11 - 0.04% Coverage

I am disheartened to learn that you plan extreme cuts to language programs and faculty. When one department bears 15% of the budget cuts at a university, how can robust programs thrive? To the rest of the world other languages are not "fluff". I worry that our American students will fall farther and farther behind if they cannot communicate with others in the world. Though they may seem to not be as important as STEM fields, languages and humanities breathe life into our souls. If your intentions should come to pass, I think the University of Montana will cease be the "flagship" university of Montana, but instead will become the "sinking ship" of Montana education.

## UM Strategy for Distinction: Feedback

### What is your comment about a program or college?

#### Reference 12 - 0.04% Coverage

I have heard that languages and literature majors may be getting discontinued from your university. As a student enrolled in both French and Spanish and eager for a career in which these skills are specifically utilized, I think you are making a huge mistake in considering this. Our international language courses in Montana High schools are exceptional and many students find interest in this subject. As a matter of fact, UM would be more successful if these subjects were more supported by the university. I have heard on countless occasions that my generation cherishes experiences rather than things. Traveling internationally appeals more to my generation than any other. Please deeply consider my comments in making a positive choice for UM and potential students. I for one have considered UM for the language majors and courses, I wouldn't want this to force more students like me to prefer and choose MSU. I've been a UM fan my whole life and I would be a 4th generation UM student if I choose to come. don't want this consideration to put my future there at risk. Thank you.

#### Reference 13 - 0.04% Coverage

Please reconsider cutting Majors in languages a part of your budget cuts. My daughter is a recipient of th Presidential Leadership Award this year, enrolled at Davidson Honors College has forfeited numerous scholarships, including the MUS Scholarship, to attend University of Montana, majoring in French and International Relations. It is unjust to pull a curriculum for incoming freshman, and current programs should be extended to them. Please reconsider these budget cuts for the 2018-19 school year.

#### Reference 14 - 0.04% Coverage

It has come to my attention that you have recently decided to cut your language majors/minors. It would be a great disservice to all students in your university. As an institution promoting higher education, you also promote global citizenry, and how best to be a global citizen than be able to speak multiple languages? Not even offering this option to the UM community would be an atrocity. I strongly and respectfully urge you to continue offering this service. Thank you.

#### Reference 15 - 0.04% Coverage

I would advise this program be neither cut nor reduced. From my personal, anecdotal experience, one of the greatest advantages offered to UM students is a superior, involved language department. Cutting major programs takes away from an incredibly accesible and niche market.

#### Reference 16 - 0.04% Coverage

It is my understanding that you are considering discontinuing majors in world languages. There is a SEVERE shortage of teachers for these subjects right now and this would have a huge impact on education in the US. Our world is a global market, and national defense and security also rely on people trained in languages. According to the authors of A Nation at Risk, (1983),foreign language proficiency is vital to the national interest, in politics, the military, and business as well as in education. Please rethink and retain this subject area for interested students.

#### Reference 17 - 0.04% Coverage

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

Dear Seth and Committee,

I am deeply saddened that Spanish is potentially on the chopping block. Just six years ago, MCPS partnered with the U of M to build a Bilingual Program at Paxson and to offer Spanish classes through the PYP, IB Program at Lewis and Clark. We received substantial funds from the Washington Foundation to build such programs. We need Spanish speaking U of M students to build and sustain our programs. Working in West Africa, I am reminded daily that knowing more than one language is becoming more important for our students as they enter the world. Why Spanish? The number of Spanish speakers in the US is on the increase; it is widely spoken around the world. Cutting this program will likely cripple the elementary programs as well. The U of M initiatives around Global Competence make our school appealing. Please take a look at the good work being done all over Utah - not only is learning multiple languages making better world citizens, it's improving the economy of Utah. (just see what the politicians in Utah are saying about what bilingual education has done for their state). Didn't Pablo, one of your professors, just win an award for excellence in teaching? Please reach out to the parent communities of Paxson and Lewis and Clark - they are creative and innovative people - I believe they could help! I do hope you will reconsider.

Reference 18 - 0.04% Coverage

I have heard that it is been proposed that some of the language majors will be eliminated. This is a step backwards for academia in direct opposition to the recent report on languages from the American Academy of Arts & Sciences. Please reconsider.

Reference 19 - 0.04% Coverage

As I am currently in four languages, I was not pleased to hear about the cut to many of the language majors. I have worked hard on learning languages besides the one I grew up speaking. I did not work hard after all these years to throw it away after high school and forget about it. Languages are important and they connect cultures. The cut has destroyed everyone's future plans in pursuing a major in a language. I would like to suggest that language majors should not be cut. There is always a way to find space in other programs. This has made me re-think my decision of attending this college.

Reference 20 - 0.04% Coverage

I have just been informed that your committee is debating on getting rid of International Language as a major for students to take and enroll. Taking this major out of the options of future students is a mistake. Not being able to learn about other cultures of different countries and simply not having the knowledge of languages is quite a downfall. Many high school students are already learning an international language all through out high school then still want to expand their knowledge in the language to be major then deciding to want to go to your college and not be able to because of this announcement and if this does follow through then quite frankly will drastically change the future enrollment of your college.

Reference 21 - 0.04% Coverage

In recent events of the budget cuts that are occurring at UM, it has brought many concerns to the kids who are currently taking a language program within Montana. As without the idea of being able to

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

major in language ruins many future students plans of attending UM, as in my current situation of wanting to attend this college has been ruined and my future career goals have been destroyed with this new change. But I am not the only student that has a negative outlook on this situation, all the students who have worked for multiple years to be able to continue to pursue language and have it play a pivotal role in their future lives. With this change it will reflect back onto the high schools and affect the language programs at a lower level and will convince future generations that language isn't important in this changing world. Plus this change and thought of removing the language of program has made many students reconsider their decisions in choosing UM as a suitable college and going out of state to achieve their goals. However thank you for reading this and taking into consideration of the impact this change will have on the future of new students in Montana.

Reference 22 - 0.04% Coverage

The language programs should not be cut from U of M. This affects me and many of my peers on a personal level. I am planning on going to FVCC for one or two years and then transfer to UM to study English and French Education, but if the French Major program is removed I will find another university to go to. I don't want to do that. Many of the people in my high school French or Spanish programs are planning to continue to study their chosen languages, and others are planning to Major in it. If these programs were to be removed my peers and I would need to pick a different major or go to another college. Not only that, but languages are very important to share culture, increase tolerance, and create a greater global awareness. So please don't cut the foreign language programs.

Reference 23 - 0.04% Coverage

I am extremely disappointed to here about the potential cuts made to the International Language Program at UM. I am currently enrolled in Glacier High School and I am in my Junior year. I am in my 3rd year of studying French and I have developed a passion for learning French. I think that it is extremely important to have a variety of languages available at the University level. The lack of a French major at U.M. seriously effects my decision process when considering if I will attend U.M. I have heard many good things about the language program in Missoula however I am forced to question the merit of this program due to the proposed cuts.

Reference 24 - 0.04% Coverage

When I entered high school I enrolled in Beginning French, it was a course I thought I would just take for a language credit and move on; however, within that first year I fell in love with the language and made a commitment to better my global understanding and skills in diplomacy. My teacher inspired me to strive for global communications and to think past the common culture of Montana. Now, as a junior looking into colleges, a school's global impact, abroad opportunity and language curriculum are vital in my decision making process. The first draft of budget cuts at UM would destroy any possible path for language education, and would in turn limit the student body. The University of Montana was my preferred school; however if the international language courses are discontinued I will have to greatly reevaluate my choice. I understand that the University will have to make changes, but I encourage you to continue the international language curriculum.

Reference 25 - 0.04% Coverage

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

Just last week I was a featured guest speaker in the Modern and Classical Languages and Literatures department. I was thrilled that although my talk focused on Russian material, present at the lecture were Russian language and culture students, Russian faculty, Japanese faculty, German faculty, and interested non-university people. The audience represented the best of UM -- engaged, interested, thoughtful, and polite interlocutors, what any lecturer dreams of. What's more, no fewer than three German faculty and two Japanese faculty were there -- this speaks to the collegiality and general camaraderie of this department, with members who support each other and the students' learning. Something to be envied even at my R1 university.

The Russian section in the department in particular is highly impressive. I later spoke in a seminar at which the 7 or 8 students were quite proficient in Russian and excellent students over all. Given the alums from the Russian section (including a high profile USC faculty member), UM would do well to continue this excellent tradition. Please do not cut the various language programs. Folding them into Asian Studies and European Studies would simply dilute the fine work your faculty are doing.

During my visit -- my first to UM and to Montana -- I was very impressed with the university, its faculty, and its energetic student body. I was able to attend the Sunday International Festival and can only imagine how this excellent education will be harmed with reductions in staffing and programming. While the university has had some enrollment and financial setbacks in recent years, it is vital to maintain these healthy programs and support their staff.

With the greatest respect for UM and all that it is striving to accomplish,

Reference 26 - 0.04% Coverage

This program should not be cut, languages are the foundation of the modern world. It isn't impossible to live without knowing other languages. Incoming students I know are very upset and disappointed in this possible change. Online language classes don't have the same impact and students deserve to be able to choose whether they want to major in language or not.

Reference 27 - 0.04% Coverage

I respectfully ask that you decide not to discontinue the majors in French, Spanish, German, Russian, Classics, and Area Studies. Also, it saddens me to learn that the MCLL Masters' programs were eliminated last year. Learning world languages such as these are so important. If not for these programs being at a local public university, I never would have achieved my dream to study abroad three times and eventually become a French and Spanish teacher. I really cannot see myself doing anything else and I'm in my 10th year of teaching. Please do not take away these opportunities for students that so have dreams like myself when I was their age. Thank you.

Reference 28 - 0.04% Coverage

We hear that you are planning to discontinue majors in Foreign Languages. I hope that this is an error in communication, since I cannot imagine any university that would drop these courses. Not only do Foreign Languages represent our cultural heritage; they are also indispensable to communication in our global society. They are a tool that can benefit future students through careers, cultural enrichment, and global knowledge. I urge you to retain this important part of the curriculum.

## **UM Strategy for Distinction: Feedback**

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Reference 29 - 0.04% Coverage

I write to support Recommendations 1.D and 10 to move the MPA and Nonprofit Administration programs to the Baucus Institute at the School of Law. I've been director of our nonprofit administration programs at UM for 16 years. In recent years, the nonprofit minor, professional certificate in nonprofit administration, and the nonprofit administration track within the MPA have been more tightly aligned with public administration curriculum and it is yielding impressive results for our program and students. Students now have more streamlined access to enter the MPA program from the nonprofit programs, and vice versa, creating pathways from undergraduate to graduate levels of study. Placing these programs within the Baucus Institute will open additional pathways for students to connect with cross-listed law classes.

This partnership has also resulted in greater efficiencies administratively due to shared student advising, marketing and outreach, curriculum development, and strategic direction.

The alignment of these programs creates a unique model that builds a significant competitive advantage for fundraising, and will help in attracting the best and the brightest students and faculty to UM.

Thank you for recognizing the value of these partnerships and providing an opportunity to solidify this model.

Reference 30 - 0.04% Coverage

I understand that UM has to find some cost savings. And that we have a lot of new leaders who hope to combine cost saving with some new directions and reorganizing, while still meeting student needs and striving to build on UM's strengths.

Thankfully, those new leaders have asked for feedback, aware that long time faculty may have useful information on how proposed changes would affect their ability to meet student needs and maintain areas of strength. It is a lot to hope that random attrition will make it possible to move strategically.

Since I know Env. Studies best, I will show how faculty reduction by attrition will hurt its area of strength, but I'm sure there are many examples from other departments as well. I hope the new leaders will be willing to hear a little history to understand the impact on Environmental Studies of the proposed plan.

Over 50 years ago (before the first Earth Day), a public interest environmental scientist by the name of Clancy Gordon, established an Environmental Science laboratory at UM. It was almost certainly the first regentially approved Environmental Science lab in the country. Just a couple of years later in 1970, the same year as the first Earth Day, Gordon and other public interest environmental scientists at UM (in biology, chemistry & geology) founded the Environmental Studies program, which gives a masters degree in science.

In the following 50 years the Environmental Studies program graduated almost 1000 Masters of Science students who now fill positions in local, state and federal government, in private industry, in nonprofits. Many have started sustainable businesses. The program has generated millions of dollars of research grants, and is the reason why Montana is considered a national leader in the development of air and

## **UM Strategy for Distinction: Feedback**

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water quality standards, and toxic site cleanup and restoration. Over the years the program added an undergrad major and became more interdisciplinary, now a leader in sustainable community studies, environmental justice, TEK, citizen science and more. But public interest environmental science is still at its core, guiding and adding credibility to the search for sustainability and justice.

35 years ago, UM was going through another tough time and figuring out its priorities. Clancy Gordon had just died of cancer, and a strategic planning committee decided that one of UM's top priorities for replacing faculty lost through natural attrition, was to replace Clancy Gordon. And I was hired at that time to be EVST's public interest environmental Scientist. After 35 years, I retired, hoping UM still considered that position a priority.

Environmental Studies has 100's of loyal alums, who send their college age children to our program, who contribute to scholarships for Environmental Studies students. We are planning our 50 year anniversary reunion soon, and one part of that is the plan to establish a Public Interest Environmental Science scholarship. Our alums are excited about and already clamoring to contribute. Imagine the impact of telling them that Environmental Studies' public interest environmental scientist (me) will not be replaced, due to natural attrition.

And that Environmental Studies will be placed in a division separate from the traditional sciences that housed the scientists who created the program, namely biology, chemistry, and geosciences. It would appear that Environmental Studies is losing its core.

Hence I ask that you not rely on natural attrition to reduce the faculty, but that you identify core positions to be replaced, particularly in areas that earlier strategic planning said should be targeted for growth. Thank you for listening.

Reference 31 - 0.04% Coverage

Dear President Bodnar:

I will not make attempts to sugarcoat my comments. I will just get straight to the point. Your decision to take away the foreign language majors and force the students to choose between European Studies or Asian Studies is completely and utterly wrong.

You are taking away valuable opportunities from the students by providing them with majors that seem like a total joke and casting away majors that highlight specific expertise and specific skills.

I am in Eck Hall almost every day listening to the students wants and needs. Although I hope that you do take the time to visit classes, talk to students, and get to know them, right now I know many of them better than you possibly could.

European Studies?! Asian Studies?! Are you kidding me?! The students do not want a major that is so vague, a major that says nothing about how hard they have worked and how tirelessly they have focused on a specific language. These are foreign language students. They chose MCLL for a reason. They want to work in the Peace Corps. They want to be translators to assist refugee populations here and around the world. They want to serve in the military as interpreters. They want to teach specific languages. They want to be journalists and report on life-altering events in specific areas where specific languages are spoken. I wonder if you even took the time to consider the students' wants and needs before you threw them into majors filled to the brim with a plethora of unemployable nonsense. A

## **UM Strategy for Distinction: Feedback**

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major in Arabic or any language highlighting specific language skills says to an employer that the graduate is prepared to serve as a translator, that they could handle interpreting in a heated situation where their skills could determine their and others' safety. The employer is confident that they are able to actually teach the language and didn't just learn a few phrases here and there within the chaos of useless classes that mean nothing to their career, but conveniently fit the title of their half-assed thrown-together major that was created for sake of the administrators' convenience and nothing more. I want to be clear that the students should have a well-rounded education. Their main focus should be on specific languages and the name of their major(s) must reflect that focus. However, they should also have courses in other areas such as history, science, mathematics, etc even in addition to their gen. eds. Being translators, interpreters, teachers, and serving in other language-related careers involves so much more than just grammar, conjugations, and memorizing textbook phrases. The students must know how to see every facet of the world around them through the eyes of the native speakers of the language in which they specialize. In order to accomplish this, they must also experience every facet of education within their own native language and form a better understanding of their environment locally and nationally. It is with these skills that they may develop the much-needed ability to compare the ever-changing perceptions around them to that of those in areas around the world where they will be serving. However, taking away their opportunity to have majors reflecting their specific language skills will do nothing except cheat the students out of several employment opportunities. You should not be taking away the foreign language majors. Instead, you should actually be listening to the students and teachers about how to provide resources for them and empower them in each of their specific language fields. You should actually try caring about the students, teachers, and their needs and desires instead of merely doing what is convenient for you.

Imagine this scenario if you would. The top medical school in the world has decided and that 'no, we can't have people studying neurosurgery, others studying gynecology, others studying cardiology, and others studying orthopedics. We're going to force everyone to just take the title of 'doctor of general medicine.' Medical students would leave their program for another one that actually respects and acknowledges the specific skill-set and career that they wish to attain.' This scenario that I have offered describes exactly what you are doing to the foreign language students. You are cheating the ones who are here and driving other potential students away.

I'll do something quite untraditional and introduce myself at the end of the letter instead of the beginning. I work in the Arabic department. I've been here for 5 years. I work alongside an amazing professor who is respected by the NSA, DOD, and other government entities. This professor is a professor whose skills in teaching and language acquisition are so respected that he travels the country evaluating and training other teachers. You assume that he is the only teacher in the department. I have a question for you. Who do you think is taking over the classes while he is not there? I'll give you a hint. It's me. I have taught likely hundreds of classes for the university. I have made time for several private lessons and group sessions. I help grade materials. I answer emails and calls from students that come in anywhere between 7am and yes, 2 o'clock in the morning. I listen to the students' needs and relay these to the professor continually. I provide the students with extra study materials to help them succeed and have also facilitated conversation partnerships online and face-to-face. Did you know that after only about 2 years in this professor's class, I was able to translate standardized tests into Arabic, administer the tests in Arabic, translate the results into English, and interpret during parent/teacher meetings where the teachers were explaining the results to the parents and the parents were voicing their concerns and questions? In addition, despite never having the opportunity to travel abroad, I am at an advanced level in Arabic and have scored higher on proficiency tests than some of those who have lived in the Middle East for a few years. My skills have caught the attention of many educators one of whom is considered world renowned for his expertise in language acquisition training for teachers.

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When the professor speaks about me in Arabic, he does not call me his assistant, but instead refers to me as another professor and expects the students to respect me as such. That's right. I am the formerly invisible professor in the Arabic department. I have remained hidden for 5 years, but I'm done. I'm done going completely without any acknowledgement from U of M. I'm done having someone else tell me what is best for MY students when they know nothing about them and I know them like the back of my hand. I'm done receiving absolutely nothing from UM for the service that I have put in. I have put the students and teachers ahead of my own convenience, ahead of my own needs. I would only hope that you would do the same. And one more thing.....You're welcome.

I will gladly meet and talk with you should you actually want to know the reality of what goes on in the Arabic department and how you can better serve the students and professors.

#### Reference 32 - 0.04% Coverage

I am distressed upon reading the draft of proposed Academic Program Recommendations and the potential loss of faculty lines in the English Department. If UM were to lose the English Teaching degree line or the Montana Writing Project as a professional development opportunity for teachers, Montana would be losing a long history of UM influence in producing quality teachers. A loss of faculty lines would also hinder program progress, and the once robust English Teaching department and its degree path would have a negative impact on the Department. Furthermore, the English Department teaches in support of all majors but is disadvantaged in head-counts for major computations. UM needs quality teachers to deliver content in the general education courses in areas like literature and writing. Rather than divest, I recommend that UM reinvest in their English Department so that UM can remain at the forefront of education, mentorship, and professional development.

#### Reference 33 - 0.04% Coverage

Dear Sir or Madam,

I am writing to you as I read in The Missoulian newspaper that your university is about to reduce the number of faculty members. This cut is especially impressive in these fields: "6 FTE (full-time equivalent positions) in English, 2 in history, 7.5 in modern and classical languages and literature, and 1 in political science".

I am French and I study English. I studied as an exchange-student at NDSU (North Dakota State University). I am currently doing a master's degree in British civilization, and a lot of people wonder why I study that. Indeed, as I'm French, wouldn't it be easier to just study French history? Which kind of job am I going to get after that? Well, I've been to the United States and I am currently studying in Brazil. I speak French, Portuguese, English and Spanish fluently. The trips I have made to the US and Brazil have broadened my mind more than all the education I could receive. So instead of trying to cut on spendings, please try to look around you. Look at how many American people can speak a foreign language or are able to understand the grammar of their own language and the origin of their own words. Of course every subject is important, and I am not asking you not to make spending cuts in languages to the disadvantage of other subjects. But I think you should focus on languages. You should open the mind of your students to new cultures and to thinking by themselves. I now think in three languages and I see the world in three different ways. This is what your country needs right now. Don't let your university be at the origin of the decline of the USA. What I am writing is not excessive nor radical. I truly think that what the students need is being able to travel, to meet other cultures, to broaden their minds, and for this they need to have an opportunity to do so. I also truly think that if we

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don't open ourselves to each other, we will never work together as a real society, but instead will stay in our own ignorance.

Please don't cut spendings on the future of your country. This would be a huge mistake. Instead of that, open your university to the international. Promote languages instead of just letting these academic programs die. Let your students travel, broaden their minds, coming back home with stories, transmitting them to other students, and then you will enter a virtuous circle.

I'm not saying it's easy to , but I'm sure if you made a little effort you would find a way not to reduce that much the amount of faculty members in such important fields such as English, classical and modern languages.

I hope that message will not be lost and will actually be taken into account, along with all the messages you must receive after the announcement you made.

Thank you for taking all of them into account and for reading this carefully. I hope it will help changing your mind about the decision you are about to take.

#### Reference 34 - 0.04% Coverage

It has come to my attention that the Dance Program at U of M may once again be facing staffing cuts, this time potentially losing one full time position. While I understand that our university faces budgetary challenges, I fail to understand why this stellar program is once again being targeted for cuts. If staff is cut to the proposed level, our community and our state risks losing this extraordinary and valuable asset.

I realize many state universities are facing tough decisions regarding budget shortages. Often they make cuts in majors or programs they believe will not lead to a specific type of employment. My own Theatre Arts degree, which many warned would prepare me for nothing, in fact prepared me for everything. It led me into a successful career as a sound editor of feature films for 15 years.

The confidence and poise a young person develops in a vibrant arts program cannot be duplicated elsewhere. For a striking example, we need look no further than the amazing students from Parkland. Without art, dance, music and theatre we cease to be human. In every community where the arts are supported, the citizenry thrives. The U of M Dance program has positively touched our K-12 students, brings our community prestige and visiting artists, promotes Montana nationally and internationally, and serves as the only program of its kind in our state.

Please consider making cuts elsewhere. This valuable and successful program has already been subjected for cuts over the last five years. I fear it will not survive another.

#### Reference 35 - 0.04% Coverage

I have a sense of unease over the planned H&S Divisions. First let me say why, then propose a solution (or small set of solutions).

Why:

1) The rationale seems weak -- creating efficiencies for STAFF coverage of departmental functions should not drive the ACADEMIC structure of a unit. Yes, we should figure out ways to make staffing more efficient, but creating administrative 'strange bedfellows' of currently distinct departments is neither quick nor necessarily effective in the long term. It is certainly NOT the reason that DBS was formed back in the 1980's (if want to know why, we are happy to share).

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2) The current plan leaves considerable heterogeneity not only in H&S units (having both Divisions and departments) but within units of a given name (Division). In short, either all the Divisions will have a full-time administrator hired from outside the faculty (like DBS), or DBS will be forced to have a unit Head chosen from the faculty for a specified term. It would seem untenable to have two kinds of Divisions in the College. I do not see the resources being made available to hire Associate Deans for the new Divisions. DBS faculty will be pretty unhappy to have a department Head at the helm, given the success of its current model.

3) Slow implementation. Implementing Divisions faces major UFA-affiliated hurdles, procedural delays, etc. that will mean that at best we can achieve a stable outcome in about 2 years. That is 2 years longer than we have to solve the immediate crisis of staffing and services for our students. It seems like we have to solve the staffing problems quickly, in which case, overlaying the creation of Divisions is no longer necessary.

4) Creating Divisions, even if optimized by faculty input and design from the ground up, may actually hinder rather than help inter-disciplinarity. The reason is simple: if one of the stated purposes of the reorganization is to foster collaboration between disciplines, then it makes sense to unite disciplines most likely to collaborate, but in so doing it is inevitable that only the most similar disciplines will unite. Thus, at one level, collaboration will increase across named departments, but at another level ‘true’ inter-disciplinarity among units with distinct academic traditions and philosophies (e.g., between natural and social sciences, or between humanities and any science) will be less likely.

#### Possible solution(s):

1) Create collectives of departments (which could be called ‘sectors’ or ‘sections’ or ‘branches’) that are physically close to each other (usually sharing a building and often, but not always, sharing similar academic traditions) that could share staff, especially receptionists (“Hello, this is the Section of social sciences. How may I help you? ). Proximity is key mostly because when a student comes in to get advice or a question answered, the receptionist could then point the student to the appropriate resource, ideally a staff or faculty member in the same building. There should not be much trouble for a receptionist to cover several departments, as the DBS receptionist currently does in effect. In such a plan, ‘sections’ would be actually better off than DBS, where Jill often has to explain which of 4 other buildings the student needs to find to get the help they need from DBS faculty or staff.

2) Create a united College advising office with space for ca 10-12 advisors from across the spectrum. Once students get used to the one-stop shop, it could actually be a great location for the advising staff to train and cross-train each other to help out as backup advisors to several allied areas to their primary expertise.

3) If UM wants to foster inter- or multi-discipline scholarship and research, do so directly by removing barriers to describing, measuring, and rewarding such activity from individual faculty. I am personally leery of administrative mandates that create Cluster hires, but would like (and I think the faculty would respond well to) incentives for faculty to propose new areas of research growth, with the explicit intent of working across at least two ‘traditional’ departments or units.

#### Reference 36 - 0.04% Coverage

I am the Executive Director of Writing Coaches of Montana, a community organization based in Missoula that currently has programs in Missoula, Ravalli, and Flathead Counties. We offer trained volunteer mentors to public school classrooms to help students with their academic writing. UM, and specifically the ENT program in the Department of English, has been critical to our growth and success, providing

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leadership, training, guidance, and numerous students who have gained valuable experience working in our program. We are concerned that faculty staff reductions will severely limit this productive partnership between UM and the western Montana community.

Reference 37 - 0.04% Coverage

Considering UM's mission as a liberal arts/research university, this proposal to cut so many from MCLL makes no sense especially in this global society when understanding each other's language, culture and religion can only help in our need for peace. This department has worked within its limited budget for over 10 years and has taught all required gen ed courses needed for a um degree, giving those who succeed, a broader range for employment in a international job market. Why are UM's decision-makers targeting academics when that is why UM exists in the first place? When even athletes are forced to leave UM because they cannot complete their degree here, UM nm

Reference 38 - 0.04% Coverage

My name is \_\_. I was a graduate student in French, an instructor of French 101 and 102, and earned my teaching certification at UM. I currently teach French down the street, at Hellgate High School. My husband is an alumni and his company is represented on the Missoula Educator's Foundation Board.

Here is what I understand UM to represent:

"The University of Montana--Missoula pursues academic excellence as demonstrated 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. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world."

I believe that the proposed cuts to the MCLL department radically alter this statement. If the proposed budget is executed, the mission statement must change as well. It would more accurately reflect UM's mission as follows:

The University of Montana--Missoula pursues academic MEDICORITY as demonstrated by the quality of SELECT curriculum and SELECT instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the basic integration of a partial or superficial focus on liberal arts, graduate study, and professional training, WITHOUT international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of LOCAL communities; and provides basic and applied research, technology transfer, BASIC AND SUPERFICIAL CULTURAL UNDERSTANDING, and service benefiting the local community, region, State, AND THE ENGLISH SPEAKING WORLD.

The Shape P20 grant that MCPS and UM accorded in 2013 had in mind a vision of pre-K to university, offering Missoulians and Montanans pathway to "21st century readiness" on all fronts. That grant funded the adoption of our International Bacclaureate programme at Hellgate. This academically rigorous and internationally recognized program has but one class that ALL participants must take in

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addition to their core philosophy class: LANGUAGE. It saddens me that Hellgate while I have graduates of Hellgate and my French program that are at Stanford and Harvard, many students choose to continue their studies at the University of Montana. I would like to quote a truly amazing student who told me, while awaiting acceptance letters, that although she applied to Harvard, Yale and Stanford that she would like to attend UM because the Missoula community had given so much to her, and she wanted to find a way to give back in her hometown.

It saddens me that at MCPS, we are cultivating the next generation of global thinkers and problem solvers- and UM is retreating from the philosophy that global preparedness is a necessity for modern careers.

It saddens me when a student tells me they are thinking of pursuing a career in education, and not only can I not encourage them to attend UM (despite the accolades often given to the College of Education), but must discourage them from attending any teacher preparation program that does not offer advanced language study. To be competitive in seeking a job in Missoula- with two IB high schools, an AP high school, a language-immersion elementary, and a significant and growing population of ELL learners- language study is necessary. I must say again that I am saddened that I must tell students that if they want to teach- here in Missoula or elsewhere- that UM lacks the opportunities that will make them competitive in a 21st century educational job market.

I understand that philosophy and budget are two wings on the same animal, and they often extend in separate directions. Recognition of both is the ultimate challenge of administrators, and I can appreciate that in dire times administration must consider the reds and blacks of a situation to keep the animal alive. Is the situation that dire? Is UM ready to give up the tenets of liberal arts and its commitment to preparing its students for a modern and global job market? I have to wonder how much time and energy was given to addressing enrollment, rather than cutting and reallocating budgets. I am writing because I am not ready to tell my students that the University of Montana is a university for those whose careers will not extend beyond their communities and parts of their nation, and not extend to the global opportunities which exist within their communities and nation.

I would be happy to discuss what globally and nationally accepted language programs (AP and IB) are seeking to see from high school students, and what courses would attract new students. To be frank, I taught 101 and 102 from 2007-2009, and understand why it fails to draw students. My experience with advance courses, however, have opened every door. I humbly suggest that the University reexamine it's course offerings, and add language requirements for all programs and paths of study which demand cultural understanding or could result in careers at the global level. Montana is one of few states that does not have a language requirement for high school students. I know that many educators have fought that battle with OPI and lost, but please contact me if UM is willing to reopen that conversation with the vision of increasing enrollment and employing the astoundingly clear opportunity for interdisciplinary instruction with courses in modern and classical languages and literature.

Thank you for reading. I am pleading that UM seek creative and innovative ways to address the enrollment issues and bring the rest of their programs of study into the 21st century by incorporating the necessary cultural and language study. The numbers can't be changed and I understand that- but turning to these cuts as a solution is draconian, uninformed, and further hold back our beloved University of Montana from being a respected post-secondary institution.

Reference 1 - 0.13% Coverage

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As the parent of a History major with a minor in European Studies, and as a bilingual member of our Missoula community, I am stunned at the budget cuts leveled specifically at MCLL. Clearly, our university has seen a concerning drop in enrollment in recent years. My understanding is that the enrollment drop is broadly spread across many areas of study and is tied quite directly to inefficiency in recruitment efforts and the unfortunate PR fallout of the Krakauer book. What I do not understand is why the Humanities are being so specifically targeted for cuts when ZERO cuts are being recommended for other disciplines such as Biology, International Business, Accounting and Business Management. In a recent video addressed to students, our new president enthusiastically describes these cuts as “exciting”. Really? Since when, if one is a Humanities student, would cuts in linguistics, foreign languages, sociology, anthropology, communications studies or global humanities feel “exciting”. I recognize the massive task at hand. Clearly measures must be taken to balance our budget, but I strongly object to singling out a field that teaches students how to think, how to write, how to become global citizens, and how to solve problems creatively. More and more, tech industries, inarguably one of our greatest employment sectors, are looking for employees who have knowledge of the world, foreign language skills, and an ability to think outside of the box. Our university was founded on a strong Humanities base. Our MCLL faculty represents global diversity as well as a strong presence of women on leadership roles. Please reconsider these deep and alarming cuts to a program that brings our university prestige and honor.

#### Reference 2 - 0.13% Coverage

This has been a key program for many teachers in Montana and beyond, providing a wealth of highly prepared and connected English teachers for our schools. Not only has it been an important experience for beginning teachers, it has been a valuable source of renewal and professional development for practicing teachers. I am a proud graduate of this program, and the connections I made in both content and contacts continue to enrich my teaching life now, over 20 years later. Currently, it is a one person program, and in the current plan, with the English department losing 6 faculty positions, its continuance is in question if not real danger.

It's important to realize that the English department is more than just the majors it graduates. It also is a service organization to the rest of the University as it provides required and elective English courses for those seeking virtually any other degree.

#### Reference 3 - 0.13% Coverage

Greetings, I am the President of EduChange, Inc., a career educator of 24 years, and an instructional designer for lifelong learning architecture in STEM, designed for secondary through early undergrad levels. I have been collaborating with Dr. Beverly Ann Chin for well over a decade, and as you know she has worked tirelessly to advance best-practice writing instruction among classroom teachers and young researchers. As someone who is trying to directly address the current crisis in STEM education, I cannot emphasize enough the skill that all of our scientific advisors stress as the most important, and one that nearly no classroom teacher knows how to teach--writing. The ability for STEM (and truly all) degree recipients to communicate their ideas to a variety of audiences, with a variety of purposes, particularly in writing, is not to be underestimated. And what other skill do our secondary-university level students desperately need across content areas? Critical reading across a variety of genres and text types. We need more faculty members in public education who know how to teach writing and critical reading, not

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fewer. In fact, this expertise should be increased across all departments and degrees. While many professors assign writing tasks, almost none of them actually know how to teach students to read critically or write in their own content areas--at the K12 or at the university levels. I strongly urge you to consider your recommendations regarding the down-sizing of those faculty in the English Department that know how to teach critical reading and writing strategies, and find ways to partner them with other departments to make their time and expertise more efficiently utilized.

#### Reference 4 - 0.13% Coverage

I am distressed to learn that the flagship university of a state has deigned to consider the preposterous, harmful, and anti-education proposal to pull full support of the French program and other Humanities. If you or he is not interested in being a university, change the name as you change the mission. The academic community in the U.S. is in an uproar over this. Please reconsider.

#### Reference 5 - 0.13% Coverage

Modern and Classical Languages: Study in the languages is a mainstay of a liberal arts education, providing excellence (esp. with a major) in developing insight into other cultures, in learning about our history from different perspectives, in fostering tolerant attitudes, and in improving the depth and breadth of thought for students. Measuring programs based on a strict student to cost ratio does not address the values and intelligence that a liberal arts education needs to support. Languages by nature see attrition in enrollment as students move from basic understanding to being able to read and write in the target language. As a flagship university, it is not the departments that need to raise money, but it is the responsibility of the entire university and of the legislature to provide the very best education for students that can be had. What kind of accreditation could the Modern and Classical Dept. expect without majors and sufficient, well-qualified faculty. Moreover, the recent history of not funding sections that were fully enrolled set in motion a death spiral for that department. I refer here to lower division sections, the most recent example I recall being Fall 2017 when two Spanish 101 classes were full but not staffed; only one was staffed and funded.

English Literature Department:

Many of these same arguments hold for the English Department. Separating out Writing programs and transferring them to Communications is backwards! It is Communications that should see a reduction, if it must be done. The rigor and breadth offered by studies in English, once again, see students grasping a depth of understanding, a liberal process of approaching problems, and an ability to write well and express themselves forcefully. Do not let enrollment drive program selection, this is upside down!

Dance

The Dance program has achieved a fine level of training for its students, offering exploration and variety, as well as several subsidiary experiences, which would be difficult to find in most universities. Your proposed cuts once again ignore the excellence of the program in favor of the bottom line financially. The University of Montana will no longer be a university, nor a liberal arts university with your proposed cuts.

#### Reference 6 - 0.13% Coverage

Let's relax on the rhetoric? Yeah? Let's start from the beginning. We all know support staff makes a university function. While I understand some support staff is really bad at their jobs (as with all government positions), most of these positions are fundamental in helping faculty and students

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navigate travel, reimbursement, enrollment, etc. And yet, "upper management" seems to grow and grow, get raises, and completely fail in understanding how a university functions. So, please keep cutting, especially faculty, because in all my years in academia, that seems to make the most sense. I mean, how can a degree program with the same 3 support staff as your "good programs" cost that much money? Give yourself a raise, as you've done such a marvelous job. This whole experience makes me feel wonderful, so thank you. By the way, that library keeps getting too big for its britches. Someone should put it in its place. Am I right?

#### Reference 7 - 0.13% Coverage

The MPA program is dynamic, professional, innovative, and driven by a strong curriculum, forward thinking Director, hands-on learning environment, and engaged Faculty focused on the growth and development of today's leaders. Its student growth and interest over the past five years is indicative of the demand and need for continued development of the program. So excited for the prospect of the program being a part of the Baucus Institute. The trajectory of the program and reaching NASPAA accreditation speaks to the depth of the MPA program and its commitment to excellence!

#### Reference 8 - 0.13% Coverage

The American Anthropological Association has been following with great interest your "Strategy for Distinction," which is aimed at keeping the university on a financially sustainable course. It is a commendable approach in addressing financial stability with the goal of keeping the best interest of the students in mind.

We are concerned, however, regarding the discontinuance of some programs, including two FTE's in anthropology, and especially troubled over the proposed change of title of the Anthropology MA to Social Science as an element of the re-organization of Anthropology, Linguistics and Sociology into a Division of Social Sciences. An advanced degree in Anthropology is a professional degree that many prospective employers require of their workers. In our view, a change to the degree title will severely reduce the chances of your talented students finding gainful employment, which, in turn will drastically affect the university's ability to recruit and retain those students.

Anthropology is a unique and specialized field that reflects on the breadth and complexity of the problems we face in the 21st-century, and anthropologists play a key role in developing culturally sensitive strategies in a world that is increasingly animated by cross-cultural contacts. An anthropologist runs the World Bank, and another anthropologist is the executive vice president for strategy at the Intel Corporation. Montana itself has a long history of benefitting from anthropological expertise, from George Bird Grinnell, who was instrumental in the establishment of Glacier National Park, to Walter Kemp, a 2014 UM graduate, who went on to work for the Montana Department of Justice (MDOJ) as the Deputy State Medical Examiner, and Karen Kane, an anthropologist who graduated from the UM School of Law and is now the MDOJ Assistant Attorney General.

We hear from recent graduates regularly, and they often offer testimonials to the value of their anthropology major. "The transferable life and problem solving skills I learned in the anthropology classes has helped me to better interact with members of the community," one non-profit housing specialist recently wrote. "It taught me organizational and program analysis skills, and helped me study trends in the community to better understand what our clients are looking for in a quality program.

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In our view, the University of Montana would do well to strengthen the anthropology offerings available to your incoming students and, in turn, what your graduates will offer future employers. The new normal is that companies are now looking for candidates with essential critical thinking skills that include analytical ability, cultural understanding, effective communication, and an overall engagement with the world.

At the American Anthropological Association, we look to our colleagues at the University of Montana for their intellectual leadership in cross-cultural understandings (e.g., heritage preservation, post-conflict recovery, forensics, linguistics, migration, and religion). More than 30 of AAA's past and present members are affiliated with the University of Montana. Recent work by graduates helps to illuminate immigration policies and lived experiences, healthcare delivery, aging, and innovation strategies for economic development.

We regard the University's anthropological program in particular as such an outstanding training resource that this loss of capacity would be widely felt. Thank you for considering this request to look again at the serious implications of restructuring this program. Please do not hesitate to contact us if we can answer any further questions you may have.

Dear President Bodnar:

On behalf of the Montana Pharmacy Association (MPA) statewide membership which includes pharmacists, pharmacy technicians and other pharmacy professionals, we would like to offer these comments on the University of Montana's Strategy for Distinction Draft. Specifically, MPA would like to comment on the recommendation to discontinue the Health Profession/Pharmacy Technology CAS as indicated on page 16 of the draft.

Foremost, we want to express support and recognition for the pharmacy technicians across Montana. They are a vital part of the pharmacy team and our pharmacist members in rural areas, hospitals and other settings could not meet the demands of providing quality patient care without qualified pharmacy technicians. Unfortunately, our members report they have struggled in finding and hiring certified pharmacy technicians. Further, they point to forthcoming changes in 2020 that will require technicians to complete a PTCB approved program prior to taking the exam or 1,000 hours of training in a pharmacy. As a result, they are concerned with the elimination of technician offerings which they fear will create further pharmacy technician shortages.

MPA does appreciate the intent of the Strategy for Distinction as an effort to address the pending budget crisis at the University of Montana. At the same time, we see a growing need for the continuation of pharmacy technician certification programs in Montana. For these reasons, MPA asks for your consideration of the following two options:

1. Continuation of the current Pharmacy Technology CAS program through 2020 which will allow everyone to analyze the impacts of the PTCB new requirement that calls for future pharmacy technicians to complete a PTCB recognized education/training program. OR,
2. Support for modifying the current technician program as suggested by others to develop a new, one semester on-line course approved by PTCB. In addition, this on-line program could be offered to Montana high school students over the course of a year.

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We sincerely hope that you will consider the options above and ask that you not terminate the current pharmacy technician program in its entirety. Finally, please know that MPA leaders stand ready to meet with you and other university officials to discuss options and to offer our assistance to help meet the goals of the University of Montana's Strategy for Distinction.

#### Reference 1 - 0.06% Coverage

I would like to express my strong support of the University of Montana's Classics Department. I have no doubt that the University's budget concerns are real, but eliminating Classics is not the best way to solve them.

The study of classical languages, history, and culture is really the study of what it means to be human and what it means to be a global citizen. The ancients asked and offered creative solutions to life's big questions: where do we come from? What is our purpose on earth? How do we act ethically and responsibly and empathetically toward those we meet? The ancient Mediterranean was the first multicultural world, a world where people of many different ethnicities, religions, and value systems lived and traded and worked together--and sometimes failed to work together. Giving our students the opportunity to study Latin and Greek, and the art, history, religions, and societies of the Greco-Roman world offers them a window into how to understand our world. In fact, the distance between the present day and the past actually makes it a little easier for students to examine the really thorny problems that are still with us today.

As Vice-President of the American Classical League, I have seen how committed the classicists at the University of Montana are to undergraduate education, to building bridges to high school programs across the state, and to extending the UM brand to classicists and teachers from coast to coast and beyond. As a small department, they have created innovative courses and offer the only full classics major in the northern Rockies and northern Plains states. Their Classics Day creates goodwill among regional high school programs and prepares them for a successful transition to a college education--and no doubt attracts many of them to attend the University. And the welcoming and creative approach of the Department has supported us and helped us develop a creative and interdisciplinary conference as we enter our Centennial Year as an organization.

In short, Classics is the thread that ties us to our roots. It has been a crucial part of the University of Montana since its founding. It established a path that our country's founders used to shape our Constitution and the values of freedom of expression and the rule of law. It grounds us in the questions that matter. And it offers students and the citizens of Montana a model for becoming engaged citizens. I hesitate to think what sort of institution the University will become if it cuts off the roots of a liberal education. I hope that you will reconsider and maintain the premiere Classics program between Minnesota and Washington.

#### Reference 2 - 0.06% Coverage

Hello,

I write to voice support for the MPA Program to move to the Baucus Institute. As an alumnus of the MPA Program and a current member of the MPA Alumni Advisory Council, I think housing the Program

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within the Baucus Institute not only makes good sense from an administrative standpoint, but would also situate the program to best serve students.

#### Reference 3 - 0.06% Coverage

The Native American Studies department should remain a stand alone department for many reasons. The donors who funded the Payne Native American Center did so with the intent that it would serve as a gathering place for the Native American students on campus. Secondly, UM is the only university in the country that can boast that there's a building dedicated to the first peoples. Knowing that NA are the largest minority in the state, with IEFA as a state mandate, then it only makes sense that it remains as a stand alone department. Also, if UM is striving to be the "university of choice" for NA students then it's important to highlight the NAS department as a major. MSU does not currently have a building nor does it offer a undergraduate degree in NAS. These alone are great recruiting assets that UM has over any flagship in the state.

#### Reference 4 - 0.06% Coverage

As one of the top ten PIs at UM with an expected increase to \$3 million in grant awards this year, my programs heavily rely on UM's proven expertise in environmental studies, climate change, and natural resources. This is one area where I can say with complete confidence that my international visitors can receive an unparalleled learning experience. The faculty and learning experiences within these areas are outstanding and should be highlighted. Placing environmental studies in an umbrella together unrelated programs such as African American Studies or Women's, Gender and Sexuality Studies waters down the unique nature of the program. We should very much be featuring Environmental Studies as a strength, not combining it with other random elements. Something along the lines of an Environmental and Sustainability Community would be valuable to my funders, to the program funders, and in student recruitment. At the same time, a viable environmental program needs to have a strong environmental science component with faculty within the unit dedicated to that area. The environmental science line in Environmental Studies must be preserved for the credibility of the unit.

The Climate Change Studies (CCS) Minor is also a critical component of our environmental and natural resource offerings. CCS is truly an interdisciplinary program that appears to have thrived as part of the Davidson Honors College. I don't see DHC as the ideal home, but it is preferable given the limitations that would be placed on it in Forestry. Ideally, UM would have a Center for Innovation that would house CCS, GLI, and DHC. I hesitate to say that the Mansfield Center would be a good home for these programs as I don't want to appear to be empire building, but something like the Center could be ideal given our overall commitment to internationalization, ethics, and leadership. In any case, a stand-alone center is a better home for these programs than shifting them to more narrowly-focused units.

Finally, UM needs a tenure system that attracts and rewards faculty who are student centered. For example, the leaders of CCS and GLI link academic endeavors to cross-disciplinary learning, community engagement, and overall personal and professional development. They are unique leaders who should be celebrated and valued for their unique contributions.

#### Reference 5 - 0.06% Coverage

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I recently watched your 2015 TEDx series on languages. I found it particularly relevant at this time because of what I see as a world wide shift towards tribalism at a time in world history when we need just the opposite. Our destinies, prosperity and well being are intricately intertwined on a global scale to the extent one act of any individual can have international implications.

Moving forward it has become ever more crucial that we can effectively communicate with and understand our neighbors. This means speaking to them, but even more crucially, listening to and understanding them. The stereotypes of old no longer apply, no country, no matter how powerful, or how resourceful, can now survive on its own.

Collaborative interaction, such as was exemplified in your TEDx talk series, is the foundation on which we must build.

I applaud the University of Montana's leadership in this regard, and encourage you to build a more robust modern languages, cultures, and literature program to meet the new challenges that we are already facing world wide.

#### Reference 6 - 0.06% Coverage

Military Science is a self-sustaining program, except for one admin associate provided by the university. Our employees are paid by the Department of Defense and our department chair does not receive any additional compensation from the university. We provide \$250,000-350,000 in scholarships to the university every year. Additionally, we provide training that encompasses leadership, critical thinking, ethics and decision making, increasing the marketability of students that complete our program. We provide additional academic and life counseling to students, allowing our students to stay on track to graduate in 4 years (ROTC average is 4.2 years).

Request that the head of our department remain a department chair, to align with other schools across the nation (remain a marketable program). Department could possibly be moved out of CHS and report directly under the Provost, Athletics or other dean.

Request retention of our admin associate, as this is the one position of continuity with the university. Most Department of Defense employees leave for training in the summer and are also on a 3 year Army rotation. Our university employee maintains the continuity and presence to keep us connected to the broader campus and keep our office open during the summer when many potential students visit. Additionally, that position is the only employee with access to campus processes and systems (i.e. Banner, GrizMart, etc).

Recommend consideration of additional funds to offset the cost of Room/Board to enable us to compete more directly with MSU ROTC, which receives \$100,000 in Room/Board offset funds.

#### Reference 7 - 0.06% Coverage

My daughter participated in the Climate Change program in the Davison honors college. Dr. Nicky Phear, the director, was a great inspiration to my daughter. I would like to suggest that the program Dr. Phear established continue as it is currently organized in the Davison college and retain the leadership of Dr. Phear. It would be unfortunate to lose such a highly regarded program and its leader.

#### Reference 8 - 0.06% Coverage

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For my daughter, the CCS program under the direction of Dr. Nicky Phear has been invaluable. Every CCS class and learning experience that she participated in increased her passion and interest in the topic. She was able to study climate change in Glacier National Park and in the Mekong Delta. She was able to complete a CCS internship in Missoula. She appreciated the combination of classroom and hands-on learning experiences that strengthened her understanding of climate change issues. As a parent, I am thrilled that my daughter has had a college, academic experience that fully engaged her intellect and passion. And, I am grateful for the educational guidance and inspiration that Dr. Phear provided her.

As you consider changes to the program, please maintain Dr. Phear as the CCS director. The program she is leading is outstanding. Additionally, please consider continuing to house the program within the Davidson Honors College. This location enhances interdisciplinary and experiential opportunities. This location also allows the director to direct more of her attention to students and to coordinating experiences and events that will enhance their learning experience.

#### Reference 9 - 0.06% Coverage

English, particularly writing in all its forms, is foundational to education at all levels. For through writing we exhibit our effective thought processes. It needs to be a distinct curriculum and integral to all curricula. As we integrate history w writing, business with writing, and on faculty must emphasize analysis, synthesis, evaluative processes. I want to see this capability demonstrated in higher education at the University of Montana. I like interdisciplinary approaches when first the foundations are mastered.

#### Reference 10 - 0.06% Coverage

As a foreign-born US citizen, I am concerned that the proposal to combine all foreign languages and geographical area studies into two units is an outcome of American myopia that there are two (or may be three) areas in this world to consider: the US, Europe, and rest of world. I don't believe this is the world we live in, although it may appear as such from the American perspective. I understand the need for FTE reductions and some restructuring in these areas of the liberal arts, but more effort is needed to find solutions that appropriately reflect our complex world and our students' needs accordingly.

#### Reference 11 - 0.06% Coverage

Hi!

Dance has molded me into the person I am today. It has taught me strength, self-awareness, and persistence.

Therefore, I believe it is of utmost importance that the UM dance program should not lose another faculty member. Montana dancers deserve the opportunity to pursue their craft at a higher level, and the University is currently the only institution of higher education that offers the opportunity to do so. Cutting funds to the dance department threatens its ability to provide a Bachelor of Fine Arts. By losing this advantage, the University consequently loses students from across the country that feel drawn to an arts education.

Dance and a well-rounded artistic education are essential to the University's mission. Because of this, I urge you to uphold the present faculty in the dance department.

**UM Strategy for Distinction: Feedback**  
**What is your comment about a program or college?**

Reference 12 - 0.06% Coverage

I want to be sure that UM is aware/considering the long term implications of Spanish language learning initiatives in MCPS for UM language programs. In 2013, MCPS started a Spanish immersion program at Paxson Elementary. Paxson was chosen for the pilot partially based on its proximity to UM and Spanish language resources. In 2018, the first cohort at Paxson kids that are nearly grade-level fluent will transition to 6th grade, and a new Spanish language program is being implemented at Washington Middle School to meet their needs. In 2021, those same kids will enter high school. Additionally, both Lewis and Clark Elementary and Washington Middle School have/are implementing IB programs that require Spanish language coursework.

As of TODAY, many of the 5th grade students at Paxson are already testing at college-level class Spanish fluency. For the MCPS program to thrive, and for those kids to have continued language learning options, UM's Spanish language program needs to remain strong. UM's program is needed to support MCPS initiatives by: 1) providing Spanish-speaking students that help in their community by volunteering/interning at MCPS schools, 2) graduating Spanish speakers that can serve as future Spanish-fluent teachers that can work in MCPS schools, and 3) ultimately providing "bridge" language instruction between middle school and college when existing high school course offerings will not be sufficient given a much higher level of student fluency than in years past.

MCPS is moving toward where the rest of the world has long stood. They know that learning a second language has cognitive and social benefits - as well as being an important element in engendering cultural humility, global awareness, and improved career opportunities. I hope UM takes this into consideration as it plans for staffing its Spanish language program - and ensures that UM is moving in the same direction as the surrounding community and world.

Reference 13 - 0.06% Coverage

I have a great deal of background in financing educational institutions. My concern regarding this proposal is the long term fiscal impact of the reduced enrollment that will likely follow a 1 FTE reduction in the educational leadership department. The department, which operated six programs (2 certificate, 2 master's and 2 doctoral) is served by 5 tenure track lines and a recently acquired endowed chair line. The success of the program, which grew by 27% during fall 2016 - fall 2017 has been the ability to serve the needs of the public school community in Montana. We currently have a significantly larger enrollment than both of our competing in-state programs combined. We have achieved this and maintained it because of that ability to connect with the very schools from which our university is trying to recruit Montana students. While the addition of the endowed chair position is certainly helpful, the position is only allowed to teach three courses over a two year period. This does not compensate for the loss of a line in terms of our ability to move our students through the coursework in a timely manner. I fear the long term ramifications of the loss of 1 FTE will be an eventual loss of enrollment due to our reduced ability to meet the needs of the public schools. I ask that you reconsider.

Reference 14 - 0.06% Coverage

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

As dean of the School of Journalism, I support the overall thrust of the President's recommendations. I believe this effort holds promise as a way to rejuvenate and reform our academic offerings, in a way that will be more appealing to students.

The School of Journalism is ready to explore the idea of integrating our work with that of Communication Studies. If UM goes forward with this idea, I believe it would make the most sense to move Comm Studies under the Journalism School, where it could exist as a separate department. We have a stable administrative structure and a national ranking that makes us the logical rubric for the study of both journalism and communication. This structure would provide the opportunity for Journalism to continue our focus on hands-on professional training, while allowing more interdisciplinary work between Journalism and Comm Studies. The most important thing for the faculty and me is to preserve the independence that has made the UM Journalism School a national standout. However, I think we need to spend time talking about how the two entities would interact, and how we can turn this into a productive merger.

While I am open to this integration, our initial discussions have raised a lot of doubt about what benefit this move would actually bring. The two programs have very different approaches, and might end up living side by side, without encouraging any true integration. As I note below, I'd also like more time to discuss whether this is in fact the best move for SOJ, for Comm Studies and for Composition.

I am much more tentative about the suggestion that Composition and Rhetoric be part of this integration. The Writ 101 structure is a much tougher fit for Journalism. Although we do view ourselves as having great expertise in the teaching of strong writing skills. I am also concerned about ripple effects this merger will have in the areas of English and Creative Writing, and believe we need further discussion about these impacts. I would be very interested in participating in a reimagining of writing instruction on this campus. But that is a larger discussion that should run parallel to gen ed reform. Finally, before we move ahead with this integration, I would like to conduct further discussions about other ideas that have arisen: faculty from SOJ and other areas have suggested other combinations with units such as EVST, Creative Writing or Media Arts that would enhance the "Artistic Expression and Communication" area of excellence in a much more direct way. I was not part of discussion about the "integration" idea before it was put into draft. I would welcome the chance to have that discussion over the summer.

Reference 15 - 0.06% Coverage

### **Response to the President's Strategy for Distinction (PSD)**

The Economics Department, among many others, has grave concerns over both the integrity of the data and the way it was used to draw conclusions and make policy and personnel decisions. You have received a letter signed by two-dozen chairs and directors in H&S (including me) that expresses those concerns. If they haven't already, Psychology and DBS chairs will be submitting very detailed critiques of both the data and process. I am in near complete agreement with them, but rather than fill several pages of the same issues, I will comment largely on Economics-specific concerns.

### **Restructuring Departments into Divisions:**

The Economics Department functions extremely well as a unit. We already interact productively with many other departments across H&S and UM more broadly. We have active research collaborations with faculty in Political Science, Forestry, Geology and Geosciences and others. Many students in those same departments take our upper-division and graduate courses for their own degrees.

## UM Strategy for Distinction: Feedback

### What is your comment about a program or college?

We certainly understand the cost savings and administrative coverage advantages of reducing the number of discrete units. After the PSD proposed a combination of Math, Econ and Computer Science, we've been talking and meeting with them and a number of other departments (EVST, Political Science, Philosophy, Sociology, Anthropology, etc.) to discuss the most logical and useful pairings.

Given our current interdisciplinary reach, we don't perceive much benefit from combining with units based solely on fostering more interdisciplinary connections. We would also be open to sharing admin support with units that are geographically close (e.g. Communication Studies, with whom we share a hallway).

Reducing the Economics FTE by 1.

Not surprisingly, we have strong objections to this plan.

Here is the summary our FTE needs under the various metrics in the PSD:

In 2013 (the benchmark year) our SCH/FTE ration would suggest we need:	6.48 FTE
The Strategy for Distinction suggests we need:	7.18 FTE
The Delaware Benchmark suggests we need:	7.64 FTE
The data in Tableau says the 2017 reality is that we have:	8.18 FTE

Over the last several years we have lost several adjuncts, one full-time lecturer, and one tenure-line faculty member. Despite what the Tableau data says about our current FTE (8.18), we have exactly 7 full-time faculty and no adjuncts or lecturers. We do have funded graduate student TAs, but they only hold office hours and grade, and do no teaching. Two of our six TAs actually perform those duties in another department (Math). I suspect the Tableau data does not reflect that an Economics faculty member was denied tenure and left UM in May of 2017.

Like all departments that carry a large general education load, our SCHs have declined with overall enrollment. That measure is neither adequate to understand the faculty needs, nor is it a good indicator of either how the Economics Department is doing.

Even as overall UM enrollment has fallen over the last five years, the Economics major, as measured by either the total number of majors or the number of degrees conferred, is thriving. Using data from Banner and from our senior capstone course, our conferred degrees have gone from 23 in AY13-14 to 35 in AY17-18. Using counts from spring semesters, our number of majors has risen from 81 in 2014 to 97 in 2017.

The growth in interest in economics is an indicator of both the quality of this program and the effort we put into our students. We made some major programmatic changes over the last few years to better align our offerings with the jobs and graduate school requirements of our graduates. This is paying off.

Further reducing Economics FTE will put all of these gains in jeopardy.

Restructuring the Masters of Economics degree

We are open to modifying our graduate program in ways that allow us to reduce some of the costs. However, we cannot cut graduate classes without severely damaging undergraduate curriculum. As our

## UM Strategy for Distinction: Feedback

### What is your comment about a program or college?

number of faculty has declined, we have reduced undergraduate electives, even as the number of Economics majors has grown. In order to graduate, many of our undergraduates are taking the graduate courses to fulfill elective requirements. For example, 17 students took graduate Macro this semester, up from 7 the previous year. Unless we replaced these graduate classes with additional undergraduate electives, students may be forced to delay graduation.

We like the idea of recruiting more of our better undergraduates into a five-year BA/MA program. However, this 'reimagined' five-year program would be unlikely to reduce costs. Our current program is highly efficient: we only teach graduate level micro, macro, and econometrics. Students supplement these classes with graduate electives in other departments, and our faculty supplement these classes with intensive advising and one-on-one instruction (at zero cost to UM). A five year Masters would include these classes.

We have serious concerns about measures that would weaken down our Economics MA program. This MA program creates large provides benefits to both UM and Montana. It is one of the drivers of Interdisciplinary links (for example, the NSF UM Bridges program, which funds three Economics graduate students). Perhaps most importantly, graduates from the UM Economics MA program fill a large majority of jobs with 'economist' in the title across the state. This is true at the DNRC and the US Forest Service, at the state Revenue Department, UM's own BBER and countless others. The Economics MA is a brand that students use to get excellent, important jobs and stay in Montana.

At recent discussion meetings with chairs from across H&S, we are exploring ways that we can leverage courses from other MA or PhD program to help make all of them more efficient. We have focused in particular on methods courses. Most departments with graduate programs have their own courses in quantitative or qualitative methods (or both). We are exploring some options to reduce the number of them and make them more interdisciplinary. The Economics department obviously has great expertise in quantitative methods and would welcome graduate students from other departments. This may allow other department to shuffle their faculty to other courses, but will, if anything, put additional pressure on Economics faculty.

#### Reference 16 - 0.06% Coverage

Thank you for the opportunity to provide several points of clarification and consideration related to the recently shared data for the Department of Teaching and Learning. We believe there are several items that warrant scrutiny.

First, there are two clear mistakes within the data. The clearest mistake in the data is the workload calculation. With the exception of a course release for the department chair and on occasional a release for the accreditation director, all faculty work a 3-3 teaching load. We are the only department in our college with that teaching load. All other departments have a 2-3 teaching load. The next clear mistake is the list of faculty and their related FTE that were used in the algorithms. Due to our complicated system of rubrics, there are several people listed who are not faculty members in our department. At the individual level, these figures are small, but, when summed, they likely have a negative impact on the overall predictive outcomes.

It is unfortunate the Delaware data is not being used as the metric to allocate resources. Our metric shows we warrant 36 instructional FTE. While that seems like a lot, and it is clearly out of reach, we do know that for each budget model that has been used by the University in recent years, those data suggest our department needs additional resources. Unfortunately, we have experienced four retirements (with no VERIP compensations), one resignation, and have seen another faculty member

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

transition into the interim dean position. So, while all metrics have shown we've needed additional resources we have in fact lost significant resources at a total of nearly 1/3 of our faculty. This is largely why the suggestion we lose another line appears to be an egregious mistake.

Along those same lines, whereas the Delaware data are making unrealistic predictions, the other metrics also make unrealistic predictions in the opposite direction. More specifically, we have determined that the algorithm that suggests we need a total of 14 faculty is an inappropriately low figure. After thorough review we believe this figure was derived because we are in essence being hurt by being extremely successful in procuring extramural funding. In short, over the last two decades, our department has been one of the most productive on campus. As it happens at all research universities, faculty buy out of courses. As is also typical, faculty tend to choose to teach courses with the lower enrollments, which are usually graduate courses, and require more specific expertise. Then, adjunct faculty are hired to teach courses with larger enrollments. We have determined this typical process, that is indicative of a very productive department in the area of scholarship, is why the data suggest we need fewer faculty members. This is very unfortunate because it is nothing short of a penalization for being highly productive in scholarship and providing the University with significant levels of FTE because we are able to offer many more courses than we would if we did not have the research funding to hire adjuncts.

An additional issue that is harder to parse out within the data is how our recent acquisition of two endowed positions is impacting us. One donor has provided us with an endowed line in gifted education. That field is very much a niche field in education, and subsequently has very low enrollments. We want to offer these courses even when any other low-enrollment course would likely be canceled. It is difficult to know how to deal with this situation, but we do hope that this endowed position does not cost us state supported faculty lines.

Also, we obtained an endowed line in Early Childhood Education. Before this endowment, we conceptualized and received approval to implement programs in Early Childhood Education. When those programs were approved, part of the approval was that we would receive a state-funded tenure-track position to support them. That line has never been awarded to our department. Now that we have the endowed line, it is not clear how high of a priority that state-funded position is. What we do know is that we now have four programs in Early Childhood Education, and a new building being built focused around early childhood education, yet we only still have one endowed faculty position in that field. Based on the number of programs and students, we need at least two positions in Early Childhood Education.

Finally, and also of the highest importance and of a demonstrated national need, is the fact that our pipeline seems to be quite robust. Meaning, we have a lot of students on the way into our programs. This is after our enrollments have rebounded to very healthy levels that are very similar to our highest point in the last decade. This is due to a lot of unique recruitment efforts and offering programs that are of high interest to students.

We realize these are trying times for the University, but we hope that resource-based decisions will be made using the most accurate data that are both valid and reliable. We do not believe the data that are being used accurately reflect our work, or accurately predict the current or future needs of the department or the students we serve. We ask that before permanent decisions are made, that the chair and faculty in the Department of Teaching and Learning be given the opportunity to present a more

## **UM Strategy for Distinction: Feedback**

### **What is your comment about a program or college?**

accurate picture of what our department does and offer more specific information on how these data do not accurately reflect our work.

Reference 17 - 0.06% Coverage

The Stage 2 data shared on 7 May present bifurcated FTE benchmarks: the 2013 instructional FTE benchmark is lower than the 2017 instructional FTE, while the Delaware Data benchmark is considerably higher. While HHP's student credit hours have fallen by 3010 (or about 23%) between 2013 and 2017, T&L's student credit hours have increased by 179 (or about a 2%) in the same period. HHP's decrease in student credit hours parallels declining enrollments across the University, though at a gentler slope. T&L's increase notably contradicts both declining University enrollments and enrollments in teacher education programs across the country (teacher education enrollments have declined about 40% nationally since 2008).

Taken together, these data suggest that both the Departments of Teaching and Learning (T&L) and Health and Human Performance (HHP) have been chronically understaffed and reducing instructional FTE should be re-evaluated. When comparing 2017 instructional FTE numbers to the nationally benchmarked Delaware data, HHP should have an additional 11.26 faculty FTE, and T&L should have an additional 15.73 instructional FTE to meet student demand. Reducing faculty FTE in either of these departments is not a strategic move that will improve student learning in classroom and clinical settings or support faculty who have an already heavy teaching load (HHP has a 3-2 teaching load and T&L has a 3-3 teaching load not including clinical supervision).

## UM Strategy for Distinction: Feedback

What thoughts would you like to share about student experience and success recommendations?

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### Student

Reference 1 - 0.04% Coverage

I would like to introduce myself. My name is \_\_, a student living in Columbia Falls, MT. Currently, I am working to finish my online degree in the advanced early childhood education master's degree program. Being an online student was new to me when I started this program. The online platform allowed me the opportunity to not have to uproot my family to return to school. This opportunity is of great concern to my 7 year old son. Recently, he asked, "Do your teachers know that, that amount of screen time is not good for you?"

He is right; it's not good for me. I am responding to you to ask for further development and training for professors teaching on the online platform. There has to be a way to learn the necessary information and participate in "class" with less required screen time. Can experiential learning occur in an online class?

Experiential leadership has become my area of interest during this semester. I believe in early childhood education this is necessary to reach staff with great variety in educational background and experience, thus retain staff and ultimately improve programs for children and families. For leaders in early childhood education to learn how to implement experiential leadership, they need to have the opportunity to participate in experiential learning.

Thank you for the opportunity to have my voice heard in the university improvement process.

Reference 2 - 0.04% Coverage

I know there are going to be departments and students who feel differently, but I appreciate the steps the administration has taken to thoughtfully realign the purpose of UM. These are the growing pains catching up to us after years of expanding programs for the sake of expanding programs. The only suggestion I would make is to build up the undergraduate advising center and perhaps a mentorship program within departments for designed to help new freshman or transfer students feel welcomed and seen in their departments. I think promoting and empowering departments to develop these relationships will help with retention and overall morale. Thank you!

## **UM Strategy for Distinction: Feedback**

### **What thoughts would you like to share about student experience and success recommendations?**

#### Reference 3 - 0.04% Coverage

Language is universal and should always be an option for those pursuing their dream of international travel and experiencing new cultures, which is something that Montanans need the most.

#### Reference 4 - 0.04% Coverage

If you want increase enrollment, fix the parking. You can have the best University in the country but when students can't access it, they will leave. I've even asked the parking police if UM is going to fix the parking, and the response I got was "I just tell people if they want parking, to go to MSU." Even your own employees are hurting your attendance enrollment. Please forward this to Seth and see what he has to say.

#### Reference 5 - 0.04% Coverage

I am in support of the Japanese department being merged into the eastern Asian studies department with Japanese language remaining as a Seperate major.

#### Reference 6 - 0.04% Coverage

I would like to recommend that the University should consider positions that will provide careers and bring in positive attention such as the GIS program. This program was strong with Kevin McManigal. I would not be receiving my GIS certificate without his enthusiasm or encouragement. I know that he was let go over the Summer of 2017. What I encourage the University to do is to attempt to find careers that are up and coming and begin providing classes that could potential see job growth in the next following years. I believe that because I am earning a GIS certificate I will be able to get a job right out of college in my field.

I would also like to recommend providing a background to what is going on. I pay attention, but there are many that do not get the reason that staff is being let go, potential majors will be consolidated or changes in the budget. I think if there is a brief overview available it could help educate the campus. I realize that this is not the Universities proudest moment, but to save ourselves we must be honest with the situation.

#### Reference 7 - 0.04% Coverage

I think student safety should be the absolute FIRST concern of the university. I so not believe enough is being done, in that respect. We should have to swipe a griz card to get into ANY campus building. And yet, we have students suffering assaults in practice rooms (with a super secret door code) and we still do not have a griz card access panel. The music building is one of the only buildings on campus to stay open past 5:00. It should be at the top of the list. Students being cornered in practice rooms is absolutely unacceptable.

On a different note, changing classes for previous semesters should not be as difficult as it is. I shouldn't have to explain myself when I'm trying to fix someone else's error. Instructor signature should be enough.

## **UM Strategy for Distinction: Feedback**

### **What thoughts would you like to share about student experience and success recommendations?**

#### Reference 1 - 0.06% Coverage

I am a student in the 2+2 social work program. I am scheduled to begin my final year at the UofM in 2019 and begin my practicum at Kalispell Regional Hospital in the fall of 2018. I am the 2017 Campus Compact Newman Civic Fellow, Founder of Grandfamilies of Montana, Inc., and an honor student. I am currently working with People magazine on an article about Grandfamilies and our organization. I am proud of my accomplishments. I read your goals, and feel that they are impressive; however, what may lie behind the ability to reach those goals may be overlooked. My experience with UofM staff has been excellent, until recently, and this experience has led me to begin looking for another college to finish my degree. My point is that the teaching staff are those who are either going to support and encourage students, or discourage and not support. I believe my desire to finish at the UofM was greatly impacted by the actions of one teacher. Furthermore, my ability to speak supportively of the university has also been impacted. Certainly, I will be making a clear statement by choosing to finish my education elsewhere. I believe a good place to begin improving the university's reputation, and enhancing and maintaining enrollment is by considering how staff can better conduct themselves, and their classes in ways that support student success and provide a positive UofM experience.

#### Reference 2 - 0.06% Coverage

I think I'm my college career at UM. The climate change studies program was by far the most educationally stimulating. I would not have felt this connection to UM without the climate change studies minor and the help of Nicky Phear. Nicky, was closer to me and helped me more than any other departmental advisor and she was the link in the connection to me and UM.

## Staff

#### Reference 1 - 0.04% Coverage

I really feel strongly, that in order to best serve the students needs, careful consideration not to cut too deeply in the area of administrative positions is key. Many of UM's departments current office staff have been asked to absorb other areas of duty they are simply not skilled enough to cover, leaving the students feeling confused and frustrated. Please consider the importance of day to day operations that directly affect a student's success here at UM.

#### Reference 2 - 0.04% Coverage

Disability Services for Students offers top notch support for students with a variety of disabilities. Additionally, the intersectionality of disability, veterans, gender, ethnicity and age plays a role in how the University serves students. Not only does DSS retain the responsibility for upholding students' ADA and Civil Rights, but the staff and faculty employed at the University also bear responsibility for preserving the rights of students. DSS remains an essential resource for the entire campus community. On a larger scale, the University would greatly benefit from a Chief Diversity Officer, which it is my understanding has been a topic of conversation by campus colleagues. With this in mind, after reviewing the potential University wide reorganization plans, conversations to uphold the meaning and spirit of diversity are missing. The role of a Chief Diversity Officer entails promoting a long standing value that UM students, staff and faculty routinely embrace. Hiring employees and recruiting students of diverse backgrounds enriches the campus community, invigorates conversations in the classroom and

## **UM Strategy for Distinction: Feedback**

### **What thoughts would you like to share about student experience and success recommendations?**

encourages projects/community outreach opportunities. In the current political climate of the country, teaching and maintaining a setting of acceptance and cultural awareness are of utmost importance. When we lose value in cultural diversity, we create an environment of tension, increased social stratification and devalue the identity of others. I am disappointed that the administration and UPC have not put diversity at the forefront of the planning and reorganization. On a side note, it is my understanding Montana State University is in the planning stages for hiring a CDO, by the end of this semester. Moreover, as enrollment numbers decline at the UM, the number of student identifying with a disability continues to increase. I believe, at present, DSS serves almost 12% of the student population. Dismissing students with disabilities by ignoring the value of diversity endangers the welcoming campus community we once held. Continuing to hire a less than diverse workforce inhibits a richly diverse campus community.

## Faculty

### Reference 1 - 0.06% Coverage

The MC Culinary Arts student experience suffers and attrition is higher due to poor flow of registration, orientation, advising number release and actual sign up for classes. We cannot properly guide students through the process as the order is backwards. We don't know how many student we will have and cannot properly advise them on required equipment, because they cannot officially register for the class until they have attended an orientation. At this time we can give them their advising number and they can officially register. The problem is that orientation occurs just two days before classes start. This is a major hurdle for Culinary students as they are required to have: Chef coats, embroidered with their names; proper uniform; knife kit; and books. This is challenging for Chef faculty, because we don't know how many students will attend until two days before starting class. Students need to be able register for classes in an easier fashion, allowing the culinary program to hold orientation as needed by the student enrollment. Culinary students also need to take their gen ed classes after 1pm due to the lab requirements. If they cannot register until two days before the start of classes, many of the needed time frames are full. The whole system is complicated by the lack of help on the River campus and the frustration grows for the student as they travel back and forth with inconsistent and sometime wrong information. Staff are needed on MC River campus to help, even if its only part-time. The student experience is very negative currently and we need to capture each one and treat them respectfully and with the intention that they are important to the University of Montana and Missoula College.

### Reference 2 - 0.06% Coverage

My understanding is that 47% of our current student body are first generation college students and/or are financially struggling. I've been on the faculty for 23 years and it has taken me this long to learn this critical statistic. Yet it has profound effect on how we interact with students and the realism of our expectations. Awareness of this statistic does not mean to lower the bar. Simply, to learn to push the right way from day one: to generate confidence and curiosity. While efforts for student success are in place, a very simple starting approach is to raise awareness to incoming faculty of the nature of the student body, along with specific training on how to unfold their potential (e.g. a first semester seminar for faculty on course development and effective teaching approaches appropriate to our student body).

## Alumnus

## **UM Strategy for Distinction: Feedback**

### **What thoughts would you like to share about student experience and success recommendations?**

Reference 1 - 0.04% Coverage

While I attended UM, I thoroughly enjoyed my classes in Theater & Dance. Not only the classes that I still incorporate in teaching and movement in general, but the sense of community that I know is unique to UM. But combining the two uniquely different majors (in reference to the degrees) is a disservice. It is tough enough for dancers and thespians to get jobs already. By combining the two, it creates a less focused illusion to a possible employer. Please consider keeping the two separate. Much thanks.

Reference 1 - 0.06% Coverage

It has come to my attention that more cuts are under consideration that will this time affect the Department of Modern and Classical Languages and Literatures. It is regarding this current situation that I write to you today to passionately emphasize why this department should be spared.

I graduated from the University of Montana in May of 2017 as an "Outstanding Senior" (GPA 3.92) who majored in Organizational Communication, minored in German Studies, and completed certification in Entertainment Management under the School of Business Administration.

The courses offered through the MCLL department were not only my favorite at UM because of my great interest for the German culture, language, and history, but especially because of the professors' commitment to teach their topics thoroughly and their personal engagement with each classroom's student to a level I experienced in no other department. These professors provided me with the framework and encouragement to pursue global citizenship, and today they make up the greatest majority of professors who have continued to encourage and engage with me outside of my college career.

While a student at UM, I studied in Karlsruhe, Germany, interned for the study abroad (now "Global Engagement") office, volunteered as a Global Partner, attended Global Conversation Partner meetings, participated in the Global Leadership Initiative (now "FGLI"), and represented the international organizations of ISEP ("International Student Exchange Programs") and DAAD ("German Academic Exchange Services") as an ambassador to students at the Missoula campus. It was through the Department of Modern and Classical Languages and Literatures that I received the most support, advice, and abundant resources to be successful outside of classrooms and textbooks.

Since my graduation, I have au paired in Germany and interned for the German government in New York City at the German Center for Research and Innovation, an initiative of the German Mission to the United Nations. Now, as I look toward pursuing a Master's program and sponsored research project abroad, I recognize and am so appreciative that the University of Montana offered such an exceptional experience through the Department of Modern and Classical Languages and Literatures that provided me with a sturdy global foundation off of which I will build the rest of my professional career.

The University of Montana was the only college to which I applied. As a graduating Salutatorian with a passion for business, Germany, and making a positive difference in the world, Missoula, Montana more than satisfied my pursuit for education. I'm afraid, Mr. Bodnar, that cutting the Department of Modern and Classical Languages and Literatures to the degree you propose will do the opposite of what you declared in the twenty-page draft of the "Strategy for Distinction." Setting this course for the University of Montana will bring down its strengths, ensure mediocrity, and deprive students of the

## **UM Strategy for Distinction: Feedback**

### **What thoughts would you like to share about student experience and success recommendations?**

resources necessary to sustain exceptional quality in a time of rapid globalization. If the University of Montana should, indeed, deliberately design a path forward that enhances key areas of strength and future opportunity, the Strategy must instead highlight the Durability to press forward with its specialties in such uncertain times, not abandon these strengths and set course for Demotion.

#### [Donor](#)

#### [Other](#)

##### Reference 1 - 0.04% Coverage

A renewed focus on student experience is critical. Although I have not been a college student for 40+ years, I believe that it is still the case that students want two things: 1) a predictable place to turn to for answers, and 2) a close advising relationship with one person. Those two goals may be served by a single person, but often two are needed. In DBS, we have a professional advisor, who does a great job with both goals for purely academic needs, but I sense that we could do better at a personal level -- often problems that lead to student non-success emerge from issues outside the University that we MIGHT be able to help advise. While UM has many resources to assist students, if the student does not already have a trust relationship with one advisor, the student may not feel good about seeking out the resources that UM does have available.