

UNIVERSITY OF MONTANA

***YEAR SIX, STANDARD TWO,
POLICIES, REGULATIONS,
AND FINANCIAL REVIEW***



MARCH, 2023



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ACRONYMS AND ABBREVIATIONS

AAUP	American Association of University Professors	MUS	Montana University System
ACFR	annual comprehensive financial report	NACUBO	National Association of College and University Business Officers
ACT	American College Testing	NCAA	National Collegiate Athletic Association
ADA	Americans with Disabilities Act	NetID	unique identifier issued by UM to students and employees; with password, gives students and employees access to UM-related resources and tools
AISS	American Indian Support Services	NIST	National Institute of Standards and Technology
AP	Advanced Placement	NC-SARA	National Council for State Authorization Reciprocity Agreements
ASUM	Associated Students of the University of Montana	NWCCU	Northwest Commission on Colleges and Universities
Banner	enterprise resource planning software used by UM	OCHE	Office of the Commissioner of Higher Education
BOR	Board of Regents of Higher Education for the State of Montana	ODE	Office of Disability Equity
CBA	collective bargaining agreement	OIER	Office of Internal Audit and Enterprise Risk
CCN	common course numbering	OER	Open Educational Resources
CIO	Chief Information Officer	OOLD	Office of Organizational Learning and Development
CLEP	College Level Examination Program	OSPI	Office of Strategic Planning and Implementation
CSF	Cybersecurity Framework	OSS	Office for Student Success
Cyberbear ..	UM's web-based application for accessing and updating student and employee information	PFAs	Priorities for Action
EAB	Education Advisory Board	PLA	prior learning assessment
EHS	Environmental Health & Safety	PRFR	Policies, Regulations, and Financial Review
EITA	electronic and information technology accessibility	R1	Carnegie classification designating a university as having Very High research activity
EOAA	Equal Opportunity and Affirmative Action	SACC	Student Athlete Conduct Code
FAQs	frequently asked questions	SARC	Student Advocacy Resource Center
FERPA	Family Educational Rights and Privacy Act	SAT	Scholastic Aptitude Test
FISAP	Fiscal Operations Report and Application to Participate	SCC	Student Conduct Code
FTE	full time equivalent	Science DMZa sophisticated computer subnetwork that supports UM's research mission
GAAP	generally accepted accounting principles	SEP	Strategic Enrollment Planning
GASB	Governmental Accounting Standards Board	TRAILS	Treasure State Academic Information & Library Services
GAC	Global Assessment Certificate	TRIO Student Support Servicesa student support program funded by a US Department of Education grant
GE	General Electric Company	TRIO Upward Bounda student support program funded by a US Department of Education grant
GED	General Educational Development exam	UAAC	University Assessment and Accreditation Committee
GPA	grade point average	UAC	Undergraduate Advising Center
GPSA	Graduate and Professional Student Association	UBC	University Budget Committee
Helena CollegeHelena College University of Montana	UFA	University Faculty Association
HiSET	High School Equivalency Test	ULC	University Leadership Council
HRS	Human Resource Services	UM	University of Montana
IB	International Baccalaureate	UMOnline ..	UM's online education unit
IPEDS	Integrated Postsecondary Education Data System	UM WesternUniversity of Montana-Western
IT	Information Technology	US	United States of America
K-12	Kindergarten through 12th grade education		
KPIs	key performance indicators		
LAD	Legislative Audit Division of the State Legislature of Montana		
MCA	Montana Code Annotated, the Constitution of the State of Montana		
MCFA	Missoula College Faculty Association		
MFPE	Montana Federation of Public Employees		
Missoula CollegeUM's embedded two-year college		
Montana TechMontana Technological University		

1. MISSION FULFILLMENT

The institution provides a one-page executive summary, which describes the institution’s framework for its ongoing accreditation efforts. This might include evidence of institutional effectiveness, Core Themes, or other appropriate mechanisms for measuring fulfillment of its mission.

The University of Montana (UM)’s mission statement was approved in May 2018 by the Montana University System Board of Regents. It reads:

The University of Montana transforms lives by providing a high-quality and accessible education and by generating world-class research and creative scholarship in an exceptional place. We integrate the liberal arts and sciences into undergraduate, graduate, and professional studies to shape global citizens who are creative and agile learners committed to expanding the boundaries of knowledge and to building and sustaining diverse communities.

This mission statement accompanies the University’s vision statement:

The University of Montana will be a Flagship for the Future, fostering inclusive prosperity and democracy while creating new knowledge and ways of learning.

UM fulfills its mission and will achieve its vision through a comprehensive strategy that rigorously emphasizes execution. Our 5 Priorities for Action (PFAs)¹ serve as vehicles for the implementation of strategic projects that ensure we fulfill our mission and reach toward our vision:

1. Place Student Success at the Center of All We Do
2. Drive Excellence and Innovation in Teaching, Learning, and Research
3. Embody the Principle of “Mission First, People Always”
4. Partner with Place
5. Proudly Tell the UM Story.

Guided by our mission, vision, and PFAs, the [University Leadership Council](#) (ULC), composed of members of the [President’s Cabinet](#) (Cabinet), deans, and faculty, staff, and student governance leaders, guides annual refinement and implementation of UM’s strategy. This includes identifying the strategic projects the University will pursue each year.

The [Office of Strategic Planning and Implementation](#) (OSPI) facilitates this process. Created in 2021, OSPI maintains UM’s [strategic operating rhythm](#), which formalizes and coordinates the institution’s planning, budgeting, implementation, and assessment activities. In partnership with the ULC, OSPI helps to integrate data analysis into planning and decision-making and fosters systemic strategic thinking at all levels of the University.

OSPI has developed a set of institutional key performance indicators (KPIs) to measure progress on institutional goals. These KPIs were developed in consultation with Cabinet and the [University Assessment and Accreditation Committee](#) (UAAC). Robust discussion

¹ Refer to part one, page 1 of [UM’s Mid-Cycle Self-Evaluation Report, dated March 13, 2020](#), for an explanation of how the Priorities for Action overlap with and have replaced the core themes formerly used by the University to define and make progress toward mission fulfillment.

is taking place among Cabinet members to ensure our definitions of these KPIs are consistently and meaningfully used. These discussions are an example of the earnest work UM leaders perform to make steady, incremental progress toward shared institutional goals with agreed upon definitions. OPSI is helping the University determine the methods and means that will enhance effectiveness and lead to mission fulfillment.

2. ELIGIBILITY REQUIREMENTS

The institution provides an attestation that it remains compliant with NWCCU’s Eligibility Requirements. Citations and reports in support of specific Eligibility Requirements may be included in the Year Six and Year Seven reports as appropriate.

UM accepts and complies with the standards of the Northwest Commission on Colleges and Universities (NWCCU) and discloses timely and accurate information as requested by the Commission. The accreditation liaison officer oversees submission of the annual report and notifies the Commission of all substantive changes.

3. STANDARD TWO

The institution addresses each component of Standard Two in a concise and informative manner through narrative and appropriate hyperlinks to policies, website and Catalog pages, and other procedural materials. Additional guidance on required and suggested evidence may be found in the NWCCU Standard Two Checklist.

2.A GOVERNANCE

2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Under the Constitution of the State of Montana, the governance and control of the [Montana University System](#) (MUS) are vested exclusively in the [Board of Regents of Higher Education](#) for the State of Montana (BOR), which consists of seven voting members appointed by the Governor and confirmed by the state Senate, and three ex-officio non-voting members. Appointees are vetted to ensure absence of conflict of interest as well as geographic and political diversity.

The BOR is a public entity and conducts its meetings in a manner that protects the constitutional rights of the public to participate and observe deliberations of public bodies. The duties, organizational structure, and operating procedures of the BOR are all

matters of public record. The BOR regularly reviews and revises policies directly related to the effective and efficient execution of its responsibilities. BOR policy revisions are presented and discussed at regular BOR meetings. The BOR Policy and procedures manual contains detailed information about governance, academic affairs, research and public service, student affairs, personnel, compensation, and other such topics. The [BOR's Code of expectations](#) is a statement of the ethical conduct and personal responsibilities expected of its members.

The MUS consists of UM and its affiliates, Montana State University and its affiliates, and three community colleges. The [Office of the Commissioner of Higher Education](#) (OCHE) is the central administrative unit of the BOR and the MUS. The MUS partners with seven tribal colleges within the State of Montana.

UM is a multi-campus university composed of one state flagship institution, the University of Montana in Missoula, Montana (UM) and three affiliate institutions (affiliates): the Montana Technological University (Montana Tech) in Butte, Montana, the University of Montana Western (UM Western) in Dillon, Montana, and Helena College University of Montana (Helena College) in Helena, Montana. Together, UM and its affiliates offer a wide range of undergraduate and graduate programs to approximately 15,000 students. The flagship campus in Missoula serves 10,109 students.²

UM's affiliates operate with sufficient autonomy to fulfill their missions independently. [BOR policy 320.2](#) provides each institution the organizational and operational independence and responsibility for seeking and maintaining accreditation. All are separately accredited by NWCCU.

REQUESTED EVIDENCE

Institutional governance policies and procedures

[University operating policies](#)

System governance policies and procedures

[BOR Policy and procedures manual](#)

[BOR policy 203.3.3 Policies and procedures](#)

[BOR policy 320.2 Accreditation](#)

[BOR policy 204.3 Commissioner of Higher Education](#)

Multiple board governing policies and procedures (if applicable)

Not applicable

Board's calendar for reviewing institutional and board policies and procedures

[BOR policy 103 Procedures for maintenance of the manual](#)

[BOR policy 203.3.3 Policies and procedures](#)

[BOR meeting schedule](#)

Bylaws and articles of incorporation referencing governance structure

[Montana Code Annotated \(MCA\) 2.15.15. Appointments to the Board of Public Education and the Board of Regents](#)

[BOR policy 201.7 Governance and organization; by-laws](#)

² Student headcount, spring 2023.

2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The University's chief executive officer is the president, who is appointed by and accountable to BOR through OCHE. The UM President is responsible for the administration and management of the University of Montana and its affiliates. The leaders of UM's affiliates report to the UM President.

The Cabinet is the University's senior executive leadership team. Cabinet meets regularly and ensures institutional quality, integrity, and sustainability through proactive and responsive leadership that engages the broader community in policy- and decision-making processes. Cabinet membership includes shared governance leaders, with whom the president has a consultative relationship.

As members of the ULC, Cabinet members participate in the University's strategic operating rhythm, which formalizes and coordinates UM's planning, budgeting, and institutional assessment activities with support from OSPI. This process includes the submission of sector-level and unit-level one-year and three-year outlooks. Senior executive team members and their direct reports produce these outlooks annually. The one-year outlooks focus on operations supporting the longer-term vision outlined in the three-year outlooks. OSPI monitors these planning exercises and connects them to broader institutional goals.

The University Budget Committee (UBC) and the UAAC function alongside the ULC and in concert with OSPI to sustain institutional budgeting and assessment.

REQUESTED EVIDENCE

Leadership organizational chart

Leadership organizational chart

Curriculum vitae of executive leadership

Seth Bodnar, President

Kelly Webster, Chief of Staff and Associate Vice President for Strategic Planning and Implementation

Pardis Mahdavi, Provost and Executive Vice President

Kimber McKay, Interim Vice Provost for Academic Affairs

Shara Tscheulin, Vice Provost for Educational Initiatives and Innovation

Leslie Webb, Vice Provost for Student Success and Campus Life

Scott Whittenburg, Vice President for Research and Creative Scholarship

Paul Lasiter, Vice President for Operations and Finance

Zach Rossmiller, Chief Information Officer

Paula Short, Associate Vice President of Campus Preparedness and Response

Jenny Petty, Vice President for Marketing and Communications

Mary Kreta, Vice President for Enrollment Management and Strategic Initiatives

Brad Goan, Senior Advisor for Strategic Innovation

[Anta Coulibaly](#), Director of Internal Audit and Enterprise Risk
[Lucy France](#), General Counsel
[Kent Haslam](#), Director of Intercollegiate Athletics
[Terri Phillips](#), Associate Vice President for Human Resource Services
[Alicia Arant](#), Associate Vice President for Conflict, Resolution, and Policy

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

The University's President is appointed by the BOR and is directly accountable to the Commissioner of Higher Education. The duties of president are specified in [BOR policy 205.2](#). The President does not serve as a member of the BOR.

Seth Bodnar started serving as UM's 19th president on January 2, 2018. Highlights of his presidency include:

- Gains in student enrollment and retention for two consecutive years, including among Native American students, despite the challenges posed by the COVID pandemic;
- Achievement of R1 research status;
- Launch of the largest infrastructure renewal in UM history; and
- Completion of the largest fundraising campaign in the history of UM and the State of Montana in 2021.

Before joining UM, President Bodnar was a senior executive at the General Electric (GE) Company, serving as its inaugural Chief Digital Officer and leading GE Transportation's Digital Solutions business. Prior to GE, President Bodnar served on the faculty at the U.S. Military Academy at West Point where he taught economics.

President Bodnar graduated first in his class from the U.S. Military Academy at West Point, received both the Rhodes and Truman Scholarships, and earned two master's degrees from the University of Oxford. President Bodnar had a distinguished military career, serving in the 101st Airborne Division and the U.S. Army's First Special Forces Group. As a member of the Army's elite Green Berets, he commanded a Special Forces detachment on multiple deployments worldwide and later served as a Special Assistant to the Commanding General in Iraq.

President Bodnar is committed to ongoing strategic thinking and action that positions the UM as a flagship university for America's future. He leads the UM community in creating an institution that fosters inclusive prosperity, expands the boundaries of human knowledge, and sustains American democracy.

REQUESTED EVIDENCE

Curriculum vitae of President/CEO

[President Bodnar's CV](#)

2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

The University deeply values shared governance and collaboration between administration, faculty, staff, and students. The UM administration regularly seeks input from shared governance groups on institutional decision-making. The administration includes shared governance representatives in the Cabinet and focuses one Cabinet meeting per month on areas of concern and/or focus for each shared governance group.

Faculty, staff, and students play significant roles in the University shared governance by participating in their respective senates and serving as senate representatives on numerous committees.

- UM's [Faculty Senate](#) is established as the core of academic governance in the faculty collective bargaining agreements (CBAs). Faculty Senate is the conduit for faculty participation in UM shared governance. Faculty Senate reviews, debates, and votes on issues pertaining to the academic welfare of the institution in consultation and cooperation with President Bodnar and the UM administration.
- Per its mission statement, the UM [Staff Senate](#) facilitates communication and cooperation between the administration and the classified staff of UM. Staff Senate also advocates for staff professional welfare.
- The [Associated Students of the University of Montana](#) (ASUM) is the student government at UM. ASUM is the representative voice for UM students, including those within the [Graduate and Professional Student Association](#) (GPSA).
- Though they have no representative shared governance group, University administrators participate in institutional decision-making. They help lead and manage actions that support institutional goals (PFAs), each of which is spearheaded by a vice president. Administrators are encouraged to share their ideas and perspectives with the vice presidents, who may share these points of view with the Cabinet.

UM's most consequential decisions, in all areas of operations and mission fulfillment, originate on campus, follow campus review processes, and are subject to review and approval by the BOR. OCHE provides [guidelines](#) for institutions to develop and vet proposals on campus prior to BOR review and approval. Once proposals have been vetted by the appropriate campus stakeholders, they are submitted to OCHE for review by stakeholders across the MUS and finally, by members of BOR subcommittees before public presentation and discussion at [BOR meetings](#). BOR meeting agendas include time for public comment so that any concerned member of the public can state their questions and concerns.

For example, UM reviews its student fee structure each biennium. The Vice President for Operations and Finance invites campus units to propose student fee adjustments, then shares and discusses these proposed changes with Cabinet and ASUM. Once approved at the campus level, UM's fee proposal is submitted to OCHE for review before placement

on a BOR meeting agenda. At the BOR meeting, stakeholders can voice their ideas about proposed changes to student fees before the regents. Based on questions and concerns voiced in public comment, regents may table a proposal for further review and discussion.

REQUESTED EVIDENCE

Institutional governance policies & procedures (see 2.A.1)

[University operating policies](#)

[University Faculty Association \(UFA\) CBA; section 7.000 Academic governance](#)

[Missoula College Faculty Association \(MCFA\) CBA; section 7.000 Academic governance](#)

[Faculty Senate articles and bylaws](#)

[Staff Senate bylaws](#)

[ASUM information webpage](#)

[ASUM governing documents](#)

SUPPLEMENTAL EVIDENCE

[BOR Agenda handbook](#)

[BOR Agendas and minutes](#)

[BOR policy 940.12.1 Tuition and fee approval; disclosure of total cost of attendance](#)

[BOR policy 940.31 Mandatory fees](#)

[UM's most recent fee proposal, BOR meeting agenda, May 2021 \(see item "a" under Action items\)](#)

[BOR meeting agenda includes public comment](#)

2.B ACADEMIC FREEDOM

2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

The University's commitment to academic freedom is based on the statement of principles on academic freedom and tenure of the American Association of University Professors (AAUP), as most recently revised by the governing bodies of the AAUP and the Association of American Colleges. [BOR policy 302](#) is a foundational document in this regard. The collective bargaining agreements (CBAs) with UM's two faculty unions, the University Faculty Association (UFA) and Missoula College Faculty Association (MCFA), section 6.100, and [UM policy 370](#) reflect the same principles. As the CBAs state, "The University of Montana has a long tradition of, and deep commitment to, academic freedom. The welfare and strength of the University and society at large depend upon the free search for truth and its free expression."

REQUESTED EVIDENCE

Academic freedom policies and procedures

[BOR policy 302 Academic freedom](#)

[UM policy 370 Rights and responsibilities of academic personnel](#)

Evidence that the students also have academic freedom

[UM Free speech website](#)

[UM Free speech resources and FAQs webpage](#)

SUPPLEMENTAL EVIDENCE

[UFA CBA, section 6.000 Academic freedom and responsibility](#)

[MCFA CBA, section 6.000 Academic freedom and responsibility](#)

[Alexander Blewett III School of Law faculty handbook \(p. 58\)](#)

2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

As a public university, UM promotes free expression and open exchange of ideas as core to higher education, one that thrives on the asking of difficult questions and on the coming together of challenging and diverse perspectives. UM welcomes and encourages the scholarly and open exchange of ideas between individuals within the institution and those unaffiliated with the institution. The principles applied to academic freedom, described above, are accompanied by the equally demanding concept of academic responsibility. These foundational concepts extend beyond faculty to others in the University community as shown by [the University's statement on free speech](#).

UM recognizes the complexity of freedom of speech, thought, and scholarship at a public institution. While certain resources exist on UM's [Free Speech website](#), more robust resources and training are in development under UM's recently appointed Acting Dean of Students and the Vice Provost for Student Success and Campus Life. Students and employees will be trained on rights and responsibilities related to free speech, as well as conflict de-escalation techniques.

SUPPLEMENTAL EVIDENCE

[BOR policy 302 Academic freedom](#)

[UM policy 250 Free speech](#)

[UM Policy 370 Rights and responsibilities of academic personnel](#)

[UM Free speech website](#)

2.C POLICIES AND PROCEDURES

2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

The University welcomes transfer students to our learning community and evaluates transfer credit for all college-level credits earned at regionally accredited colleges or universities. The UM Admissions Office determines the applicability of transfer credit toward UM's general education requirements for admitted students. The admissions

website features [information for prospective transfer students](#). Prospective students can use an interactive [transfer equivalency self-service tool](#) to see how courses might transfer to UM.

UM has a set of [articulation agreements](#) with colleges and universities in Montana and nation-wide. The MUS [common course numbering system](#) (CCN) enables campuses within the system to recognize and accept transfer credits from other institutions without time-consuming transcript review. Prospective in-state students can use the [MUS CCN Course Guide](#) to find undergraduate courses available in the MUS system.

The UM catalog details many ways students can earn credit upon admission to the University, including high school tracks such as Dual Enrollment, International Baccalaureate (IB), Advanced Placement (AP), and Project Lead the Way. In addition, UM has established [guidelines for assessing and awarding](#) prior learning assessment (PLA) credits, per [BOR policy 301.19](#). Students whose credit is not recognized through the general education for transfer process can seek credit recognition and transfer according to the guidelines for PLA approved by the UM Faculty Senate. Credits from remedial, technical, or continuing education courses or from non-accredited schools are not accepted for transfer, except when approved for transfer through the PLA process. Courses without equivalents at UM are accepted as elective credits. General education requirements are considered complete for students who have previously earned a baccalaureate degree from a US institution.

Per [BOR policy 301.5](#), students have the right to appeal their transfer credit evaluation by contacting the Admissions Office. Students must start the appeal within the indicated time frame to ensure review and a final decision take place before the class pre-registration date for the next academic term.

REQUESTED EVIDENCE

Transfer of credit policies and procedures

[UM catalog section on transfer admissions \(pp. 64-66\)](#)

[Admissions Transfer website](#)

SUPPLEMENTAL EVIDENCE

[List of UM's articulation agreements](#)

[UM Admissions transfer equivalency self-service tool](#)

[MUS CCN administration webpage](#)

[MUS CCN course guide](#)

[MUS Transfer website](#)

[UM catalog section on general admissions \(pp. 55-76\)](#)

[UM Faculty Senate prior learning assessment \(PLA\) guidelines](#)

[BOR policy 301.19 PLA](#)

[BOR policy 301.5 Transfer of credits](#)

2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

The University strives to create and preserve a community built on honesty, integrity, and accountability for all members. UM procedures promote the just, prompt, and efficient resolution of student complaints. The Student Code of Conduct (SCC) describes expected standards of behavior for all students, including general and academic conduct. The Office of the Provost [student concerns webpage](#) distills academic conduct guidelines into a clear, accessible resource explaining student rights and responsibilities.

ACADEMIC HONESTY

The SCC provides detailed descriptions of students' rights and responsibilities and of the campus processes for responding to alleged violations. Article IV of the SCC, pertaining specifically to academic conduct, states, "Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to academic penalty (or penalties) by the course instructor and/or University sanction(s) by the University through the Provost and Vice Provost for Academic Affairs."

Article IV provides examples of behavior considered academic misconduct and details the University's procedures for investigating and sanctioning cases of misconduct. The Academic Conduct Board, made up of representatives from administration, Faculty Senate, and ASUM, hears student appeals of penalties or sanctions. Article IV outlines the procedures for the Academic Conduct Board and its hearings, including the option for a student to seek further review of their case at the system level by the Commissioner of Higher Education. The Office of the Provost [student concerns webpage](#) features information on the MUS complaint process.

CONDUCT

Article V of the SCC describes the University's expectations for general student conduct and explains the University's processes for responding to alleged misconduct. Article V states, "Students at the University of Montana are expected to practice responsible behavior at all times. General misconduct is subject to University Sanction(s) by the Office of Community Standards and/or college or organizational sanction(s) by the colleges or organizations."

General misconduct includes harassment, discrimination, alcohol/drug offenses, and theft, among others. Procedures for response to general misconduct allegations differ according to the severity of the offense, while preserving consistency and fairness. Sanctions range in severity from a disciplinary warning to the revocation of a degree, depending on the offense.

The University Conduct Board, made up of representatives appointed by the Faculty Senate, Staff Senate, ASUM, and the UM President, hears appeals for the general misconduct process. Article V provides details on each stage of the University Conduct Board's proceedings. In the case that the student wishes to appeal the decision of the University Conduct Board, they may do so to the Commissioner of Higher Education per [BOR policy 203.5.2](#).

STUDENT COMPLAINTS

Section 21.000 of the faculty CBAs outlines a student complaint procedure intended to promote the just, prompt, and efficient resolution of student complaints related to instruction and concerning members of the bargaining units. The procedure gives specific criteria for defining a complaint, explains the roles of individuals who take part in the complaint process, outlines the composition and role of student complaint committees (one to focus on undergraduate student complaints, and the other to focus on graduate student complaints), and outlines formal and expedited complaint procedures, as well as a timeline and time limits.

ACCOMMODATIONS

UM protects the rights of students to equal opportunities for education and participation in University activities. The [Office for Disability Equity](#) (ODE) advances accessibility and inclusion through consultation, training, and academic services. [Accommodations](#) range from providing students assistive technology to flexibility in attendance and deadlines, to testing accommodations. ODE's website includes clear information on [the rights and responsibilities](#) of students, faculty, and the role of the ODE in supporting students with disabilities. ODE employs eight staff members to ensure adequate capacity to respond to student needs.

REQUESTED EVIDENCE

Documentation of students' rights /responsibilities policies and procedures, which include:

Academic honesty

[SCC \(pp. 4-8\)](#)

Conduct

[SCC \(pp. 9-17\)](#)

Appeals, grievance

[BOR Policy appeals](#)

[UFA CBA section 21.000 Student complaint procedure](#)

[MCFA CBA section 21.000 Student complaint procedure](#)

Accommodations for persons with disabilities

[Office for Disability Equity](#)

[Student Rights and responsibilities](#)

2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

The BOR first established admission policies for the MUS in 1986, and completed the most recent update in July 2022. [Section 300 of BOR policy](#) ensures that students entering the MUS have the basic skills and academic foundation to enjoy and succeed in a higher education environment. Admission requirements include meeting performance standards as well as completing a comprehensive college preparatory curriculum. UM's [admissions website](#) displays information on admissions and placement policies and procedures. In-state undergraduates must meet the requirements of the [Montana's college preparatory program](#), while out-of-state undergraduates may meet either Montana's requirements or those of their home state. All transfer students must present at least a 2.0 cumulative grade point average (or C equivalency on a 4.0 scale) based on transferable credits to be eligible for consideration. In May 2021, the BOR approved a [revision to admission policies](#) that no longer requires first-time undergraduate students to submit ACT or SAT scores for admission.

To assure reasonable probability of student success, UM assesses prerequisite knowledge, skills, and abilities prior to registration. The BOR adopted a placement system to assist students in identifying the appropriate math and writing course level ([BOR policy 301.11](#)). UM advisors use students' [math](#) and [college writing placement](#) scores to determine the most appropriate math and writing courses in which to register them.

Successful [completion of advanced credits](#) such as AP, IB, CLEP (college level examination program), and GAC (global assessment certificate) and qualifying SAT or ACT scores, rigorous high school core curriculum, high school or cumulative high school GPA standards, as laid out in [BOR policy 301.11](#), may fulfill certain requirements for math and writing. UM grants credit for K-12 Dual Enrollment and [Montana Digital Academy](#) courses; these programs enable high school students to earn college credits. Placement information is available on the [admissions website](#) and the [dual enrollment website](#).

Academic units may specify other admissions requirements as determined by program faculty. Graduation requirements for majors are also established by program faculty and approved by the Faculty Senate. The UM catalog features requirements for graduation, and each potential graduate must submit an [application for graduation](#) to the Registrar's Office.

Students may be placed on academic warning and/or academic suspension from the University if they do not meet specific academic standards such as maintaining a GPA above 2.0. The [academic forgiveness policy](#) allows students who left UM in poor academic standing to petition for the exclusion of selected semesters from GPA calculation prior to readmission.

REQUESTED EVIDENCE

Policies and procedures for recruiting, admitting, and placing students

UM catalog

General admission information (pp. 61-67)

AAS, AA and certificate admissions requirements (p. 58)

BAS admissions requirements (p. 59)

Distance education admission information (p. 60)

HiSET/GED admission information (p. 68)
International student admission information (p. 68)
Transfer student admission information (pp. 72-75)
Undergraduate non-degree status information (p. 75)
[Math placement information](#)
[Writing placement information](#)

Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures

[UM catalog](#)

Readmission information (p. 60)
Undergraduate academic suspension, reinstatement from academic suspension, and appeal of academic suspension (pp. 44-46)

[SCC](#)

Information on readmission to the University after suspension for general misconduct (p. 15)

2.C.4 The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

SECURE RECORD RETENTION

The University follows the MUS [record retention schedule](#). Students' academic records are comprehensive, accurate, and secure. UM uses Banner software for student record-keeping, and backs up the student information in Banner regularly, per industry standards. The Registrar's Office keeps hard copies of original instructor grade rosters from every course in their original form. Rosters from before 1918 exist in ledger form; rosters from 1918 to 1977 exist on microfilm; rosters from 1978-1990 exist in digitally imaged paper transcript form. Backup copies of these records exist on paper and microfilm and are stored in a secure space within the Registrar's Office.

Student records are private and only released in accordance with Family Educational Rights and Privacy Act (FERPA) and University policy, described within the Student Rights and Responsibilities – Privacy and Release of Student Education Records (FERPA) section of the UM catalog. FERPA prohibits UM from disclosing information from student education records to anyone (including parents) other than the student to whom the records pertain, without the student's written consent. Education records include not only academic records, but also all other records that contain personally identifiable information about a student (e.g., student information database, class schedules, financial aid and account records, disciplinary records, chosen name, and emails).

CYBERSECURITY AND STUDENT RECORDS

UM's Cybersecurity Program is based on the National Institute of Standards and Technology (NIST) Cybersecurity Framework (CSF). NIST developed the CSF to help businesses reduce cybersecurity risk and protect networks and data. Student record security is based on the CIA Cybersecurity Triad (confidentiality, integrity, and availability), a model designed to guide policies for information security within an organization.

Confidentiality is maintained with a combination of security layers. Integrity is maintained with user access controls so that only authorized users are able to make changes. Availability is maintained through hardware and software maintenance, network infrastructure, and redundancy technologies. In addition, as part of UM's Banner software ecosystem, preservation of student records is a priority service in UM's disaster preparedness plan, currently in development. Priority data is backed up daily between 11 p.m. and 4 a.m. to an on-site backup storage appliance and cloud storage.

CONFIDENTIALITY

The University ensures confidentiality of student records by requiring regular FERPA training for those with access to student records; enforcing multifactor authentication for those with access to student records; and encryption of student records in transit. The ability to enter and/or change grade entries is limited to key personnel. Restrictions are in place to control which personnel can view academic history information. Banner maintenance access restrictions include an internal system of controls.

REQUESTED EVIDENCE

Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release protection from cybersecurity issues or other emergencies

[MUS record retention schedule](#)

[UM catalog](#)

Student rights and responsibilities (pp. 46-50)

FERPA information (pp. 46-50)

[Matriculated student file transfer procedure](#)

2.D INSTITUTIONAL INTEGRITY

2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

The University commits to transparent, accurate, and direct communication with students, employees, and the public about UM's operations, accomplishments, achievements, and challenges. [UM policy 210](#) articulates UM's obligation to disseminate information regarding programs and offerings within the scope of the University's authorized mission.

UM communicates its mission, services, and the requirements for academic programs to students and the public via the UM catalog, which serves as the central repository of all University academic policies and program requirements. The Registrar's Office reviews and updates the catalog on an annual basis with program and policy changes as approved by the Faculty Senate, OCHE, and BOR. In addition, the UM website features academic program pages that describe our degree offerings as accurately as possible.

Program requirements stated in the catalog are entered in DegreeWorks, a degree auditing software that matches student enrollment and grade data with program and degree requirements. Students can view their individual degree audits and monitor their progress toward a degree at any time. Another resource, [Degree Maps](#), is published each academic year. It specifies the courses undergraduate students need to take for their major and includes academic departments' recommended sequencing to complete major requirements. Using DegreeWorks and Degree Maps, students and academic advisors may also create individual academic plans to outline future course sequences and ensure timely progress to degree and degree completion.

UM's marketing, communication and brand management staff strive for the highest standards of accuracy and consistency in every communication medium. Integrity and accuracy of publicly consumed content, including student recruitment materials, are ensured through an editorial process that includes multiple rounds of editing and fact checking. All content is created or edited by a team of professional writers and editors. Communication drafts are proofread and fact-checked by at least two editors before being published on UM channels. The following communication types are included in this process: press releases, email newsletters, enrollment communication plans, social media posts, website copy, and promotional print materials including brochures, booklets, and postcards. All written materials abide by the [UM style guide](#), as outlined in the brand guidelines. The fact-checking process includes research and vetting of information to ensure accuracy and integrity.

The president remains the official UM spokesperson on significant matters of policy and public interest. In the absence of the president, the director of strategic communications or other designated individuals become the spokesperson as needed.

The University complies with state and national laws relating to publications. For example, [UM media relations procedure](#) provides guidance on how to respond to media requests. In addition, [MCA 2.3](#) provides for the rights of public participants and requirements for open meetings and records that create the basis for the University's actions and interactions with the public.

REQUESTED EVIDENCE

Policies/procedures for reviewing published materials (print or websites) that assures institutional integrity

[UM policy 210 Advertising](#)

[UM policy 240 Media relations](#)

[UM media relations procedure](#)

[UM brand guidelines](#)

[UM editorial process](#)

2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

The University is committed to providing a learning and working environment that emphasizes the dignity and worth of every member of its community. An inclusive environment is required for a healthy and productive campus community. UM takes appropriate action to prevent, resolve, and remediate protected-class harm. The [Office of Equal Opportunity and Title IX](#) website provides information to students and employees, including [UM policy 735 Discrimination, harassment, and retaliation](#) and a mechanism for reporting discrimination, harassment and/or retaliation to the office.

UM's mission is grounded in a core belief that members of the University community will act according to high ethical standards. The expectation of ethical behavior crosses all functions, roles, and structures and is exemplified in [The Montana Creed: Statement of ethical principles](#), which states:

As members of the UM community, we aspire to:

- Respect the dignity and rights of all persons.
- Practice honesty, trustworthiness, and academic integrity.
- Promote justice, learning, individual success, and service.
- Act as good stewards of institutional resources.
- Respect the natural environment.

BOR policy mandates a framework for the University's policies and practices regarding [academic freedom](#), [ethical conduct](#), and [conflict of interest](#). These articulate a balanced and fair approach for University guidelines in response to the needs of the public, students, and employees.

UM policies governing all aspects of the University's operations and oversight are readily available and accessible to the public. These policies are adopted through a campus-wide procedure that allows dissemination of proposed policies for campus comment and opportunities to propose new policies or caveats or revisions for implementation. [MCA 2.2](#) includes ethical requirements for public officers and public employees, including University administrators, faculty, and staff.

UM's business relationships and transactions are monitored to ensure responsible stewardship of state dollars and fair treatment of its business partners. Legislative and governmental relations are also regulated by state and federal law and by internal policy to promote high levels of ethical interaction.

UM EMPLOYEES ARE PUBLIC EMPLOYEES

All University employees are considered public employees and are therefore subject to [MCA 2.2.121](#), which prohibits:

- Engaging in a substantial financial transaction for private business purposes with a person whom the employee inspects or supervises in the course of official duties;
- Assisting any person for a fee or other compensation in obtaining a contract, claim, license, or other economic benefit from the University;
- Assisting any person for a contingent fee in obtaining a contract, claim, license, or other economic benefit from any agency;

- Performing an official act directly and substantially affecting to its economic benefit a business or other undertaking in which the employee either has a substantial financial interest or is engaged as counsel, consultant, representative, or agent; or
- Soliciting or accepting employment, or engaging in negotiations or meetings to consider employment, with a person whom the officer or employee regulates in the course of official duties without first giving written notification to the officer or employee's supervisor and department director.

Public employees have a special obligation to carry out their duties for the benefit of the people of the state and to avoid taking actions that cause them to violate the public's trust. State law includes specific prohibitions and provides for significant penalties including fines and imprisonment for violators. Employees may also be subject to discipline for violation of public trust.

In addition to these standards for public employees, there are standards of conduct that are specific to different employee types. These standards of conduct are outlined in CBAs, role descriptions, and code of conduct documents.

FACULTY STANDARDS OF CONDUCT

The following sections of the UFA and MCFA CBAs, which pertain to most UM faculty except for those in the Alexander Blewett III School of Law, address professional and ethical conduct:

- Section 2.800: Non-discrimination
- Section 6.000: Academic freedom and responsibility
- Section 12.300: Conflicts of interest
- Section 12.310: Prohibited activities
- Section 12.320: Activities requiring disclosure
- Section 12.330: Research conclusions
- Section 14.000: Intellectual property and computer policies
- Section 21.000: Student complaint procedure

The [Alexander Blewett III School of Law faculty handbook](#) describes expectations for faculty conduct in the Statement of Good Practices by Law Professors in the Discharge of their Ethical and Professional Responsibilities.

STAFF STANDARDS OF CONDUCT

The majority of classified staff on campus are represented by the Montana Federation of Public Employees (MFPE). The terms of these employees' engagement are guided by the [MFPE Collective Bargaining Agreement](#). Article XIII Section 12 describes expectations for ethical conduct and prohibited political activities. The [CBAs](#) for the [other unions](#) representing UM staff also set expectations for ethical conduct.

STUDENT STANDARDS OF CONDUCT

The University is committed to creating informational, educational, and experiential opportunities to improve students' awareness of ethics and integrity. The [SCC](#) emphasizes educational interventions and establishes ethical standards for students in both

academic and co-curricular settings. The SCC sets forth University jurisdiction, student rights, standards of academic and general student conduct, disciplinary sanctions for breach of the code, and procedures for adjudicating charges of both academic and general misconduct.

STANDARDS OF CONDUCT FOR STUDENT ATHLETES

UM holds student-athletes and their coaches, without exception, to the same high standards of ethical conduct expected of all members of the University community. Student-athletes are required to review the [Student Athlete Handbook](#), which contains the Student Athlete Conduct Code (SACC) and includes standards, disciplinary procedures, and ethical considerations. The SACC reflects the rules and regulations for both the NCAA and Big Sky Conference. The athletic director, the University Athletic Committee, and head coaches developed and edited the SACC with standards that conform to the parameters of the various sports. In addition to outlining the standards of conduct expected of all student-athletes, the handbook addresses overall ethical considerations demanded of a student-athlete. An Athletic Conduct Team comprising the athletic director, senior associate athletic director, faculty athletic representative, and chair of the University Athletic Committee enforces policies and imposes any penalties.

COMPLAINTS AND GRIEVANCES

Depending on the nature of the complaint or grievance, and the individual bringing it forward, different campus units are responsible for responding to and coordinating the complaint and grievance processes. These units include the Community Standards Office, the Office of the Provost, the Student Complaint Committee, the Behavioral Intervention Team, the People and Culture team, the Office of Equal Opportunity and Title IX, and Legal Counsel. Most complaint and grievance procedures include a limit in the amount of time that can lapse between one phase and the next to ensure resolution within a reasonable amount of time. Complaint and grievance resources for students, including the [MUS student complaint process](#), are listed on the Office of the Provost [student concerns webpage](#). Complaint and grievance procedures for union-represented employees are outlined in collective bargaining agreements. [Policy 718 Non-Union Grievance](#) and its accompanying procedure serve employees who are not represented by unions.

REQUESTED EVIDENCE

Policies/procedures for reviewing internal and external complaints and grievances

[MCA 2.2](#)

[UM policy 735 Discrimination, harassment, and retaliation](#)

[UFA CBA section 19.000 Grievance procedure and arbitration](#)

[MCFA CBA section 19.000 Grievance procedure and arbitration](#)

[MFPE CBA section 10 Grievances](#)

[Alexander Blewett III School of Law faculty handbook \(pp. 88-93\)](#)

[Policy 718 Non-union grievance](#)

[Non-union grievance procedure](#)

[Office of Equal Opportunity and Title IX](#)

[SCC](#)

[Student Athlete Handbook, \(pp. 6-12\)](#)

2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Even when supported by or affiliated with social, political, corporate, or religious organizations, the University's primary purpose is education, thus, UM operates as an academic institution with appropriate autonomy. If UM requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

[BOR policy 770](#) governs conflicts of interest for MUS employees and supplements state ethics laws. MUS employees must endeavor to avoid actual or apparent conflicts of interest between their MUS duties and obligations and their personal activities, and between their MUS and obligations and their professional activities outside the MUS. Each institution of the MUS is required to maintain a written conflict of interest policy consistent with BOR policies and state law.

[UM policy 703](#) establishes higher standards than required by BOR policies on conflicts of interest. Specifically, the policy requires employees in a 0.5 FTE or greater position to disclose any actual or potential conflict of interest in sponsored research, professional activities, and in work-related family relationships. In cases where the conflict of interest cannot be eliminated or waived as de minimis, a management plan is established in collaboration with the [Office of Risk Management](#) and the employee's supervisor. The policy also requires that all employees complete a conflict of interest training program and an annual conflict of interest disclosure form. UM submits an annual report to BOR summarizing efforts to train employees, assess potential conflicts of interest, and manage disclosed conflicts of interest. In addition, the Office of the Vice President for Research and Creative Scholarship offers [training](#) for all lead and principal investigators for sponsored research programs.

REQUESTED EVIDENCE

Policies/procedures prohibiting conflict of interests among employees and board members

[MCA 2.2.105](#)

[BOR policy 770 Conflicts of interest](#)

[UM policy 703 Conflict of interest and financial disclosure](#)

2.E FINANCIAL RESOURCES

2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

The University's financial audit reports are prepared by the Legislative Audit Division (LAD) of the state Legislature. The University's consolidated audited financial statements include activities of the flagship campus and its affiliates, the Forestry Experiment Station and the Montana Bureau of Mines. Entities included in the University's consolidated audited financial statements as component units of the University are nonprofit, tax-exempt organizations operating exclusively for the purposes of encouraging, promoting, and supporting educational programs, research, scholarly pursuits, and

athletics at, or in connection with, the University. Although UM may not control the timing or number of receipts from these entities, the majority of the revenues or incomes that the entities hold and invest are restricted by donors to UM. The entities included as component units in the consolidated audited financial statements are The University of Montana Foundation, the Montana Tech Foundation, The University of Montana Western Foundation, and the Montana Grizzly Scholarship Association.

In addition to the annual reporting process, University leaders monitor fiscal performance through a) monthly review of actual operating statements compared to budgets; b) daily monitoring of enrollment trends and revenue production, and c) frequent communication with OCHE about state appropriations and any upcoming changes for which UM should prepare.

The [Office of Internal Audit and Enterprise Risk](#) (OIER) reports directly to the president and provides an independent appraisal function for UM units. On a scheduled and ad hoc basis, OIER conducts audits of campus departments, provides advisory services to the campus community, and completes preliminary investigations of any suspected fraudulent activity. OIER also coordinates external audits of the University's units or processes, compiling elements of UM's official response to LAD recommendations and implementing corrective action plans in response to audit findings when needed. While it is the audited department's responsibility to implement actions, OIER staff follow up on compliance with agreed upon resolutions. Ongoing problems are reported to the UM administration. OIER is adequately staffed with trained and qualified personnel.

[Section 900 of BOR policy](#) provides guidelines on financial affairs for the MUS. The BOR approves the budgets and the long-range financial plan of each MUS institution annually at the September BOR meeting. Submissions to the BOR detail total unrestricted expenses; comparison of expenditures by program; statement of waivers and scholarships; unrestricted revenues; budgets for auxiliary, designated, and endowed funds; loan funds; plant funds; full time equivalent (FTE) employee data; reserve funds report; fund and cash balances; and a report on outstanding indebtedness. The BOR also reviews periodic fiscal audit reports.

REQUESTED EVIDENCE

Policies/procedures that articulate the oversight and management of financial resources

[MUS Financial policies](#)

[BOR Budget, Administration, and Audit Committee](#)

[UM Financial affairs policies](#)

[UM policy 1910 Internal audit](#)

Latest external financial audit including management letter

[State of Montana Legislative Audit Division report](#)

Cash flow balance sheets

[UM Financial statements, \(pp. A13-A19\)](#)

Audited financial statements

[UM Financial statements](#)

Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments

[UM Financial statements \(pp. A10-A12\)](#)

[UM Financial performance report](#)

Significant contracts/grants

[UM Research report](#)

Endowment and giving reports

[UM Foundation financial statement](#)

[UM Fundraising report](#)

Investment revenue

[UM Foundation financial statement](#)

2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

FINANCIAL PLANNING

The State of Montana provides operating resources to the University through a biennial legislative appropriations process. Under constitutionally delegated authority, the BOR sets strategic planning priorities and allocates budget authority for Legislature-appropriated funds to each campus in the MUS.

To ensure appropriate levels of available funds, University leaders monitor general fund sources daily. UM and OCHE lobby the state Legislature on a regular basis to make the case for a state appropriation to the MUS that supports system needs with regard to student support and infrastructure. Student enrollments are monitored daily, with equal effort placed on retention and recruitment. Campus leaders diligently work on outreach to prospective students while strategically discounting tuition to ensure a larger number of students are offered financial aid on average while increasing overall net tuition revenue.

STRATEGIC OPERATING RHYTHM

UM meaningfully engages constituents in the University's financial planning process through its [strategic operating rhythm](#), which prescribes a transparent annual rhythm of unit-level budget planning across sectors. Units submit narrative one-year outlooks and budgets that align with strategic priorities for the coming year. Supervisors and sector heads use unit-level one-year outlooks to finalize the coming year's budgets.

STAKEHOLDER PARTICIPATION

The [UBC](#) includes representatives from the administration (vice presidents and deans) and shared governance (faculty, staff, and student senates) as well as from the UFA. The UBC meets five times a year to review the annual budgeting process and compare actual expenditures to budgets every fiscal year. Meetings dates, times, and locations are published in advance; meetings are open to the public. The UBC receives input on UM's financial planning and needs; often, amendments to the budget model originate from input participants bring to the UBC for discussion and decision-making.

Further evidence of UM's commitment to inviting stakeholder participation in identification of financial needs and proposed solutions based on financial investment lies in two recent initiatives: [Strategic Enrollment Planning](#) (SEP) and the [Flagship Fund](#).

The SEP process, conducted in 2021-22, engaged constituents in developing strategies to increase student enrollment at the University. A key source of revenue, student tuition directly influences UM’s financial planning. Stakeholders were invited to submit proposals for awards that would have a positive impact on enrollment. Submitters presented their proposals to members of the SEP task force. Following discussion and revision, a selection of proposals was approved for implementation in spring 2022.

Launched in fall 2022, [the Flagship Fund](#) engages stakeholders in developing ideas both for one-time funding and seed funding for projects that will have measurable and significant impact. The Flagship Fund invites proposals for funds to address a specific need or solve a particular problem (aimed at quality improvement across campus) and proposals for investment in revenue-generating ideas that become self-sustaining. Submitters whose proposals are funded will present the predicted impacts of their work to the public.

ENTERPRISE RISK MANAGEMENT

Enterprise risk is addressed and managed by [OIER](#). Office representatives regularly visit all University sectors to review and update an inventory of identified risks and actions taken to mitigate risk.

REQUESTED EVIDENCE

Policies/procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers, and borrowing between funds

[UM Foundation investment policy statement](#)

[UM Financial affairs policies](#)

Sample of meeting agendas, minutes, and/or other documentation as evidence of meaningful opportunities for participation by stakeholders

[UBC meeting schedule](#)

[UBC meeting summaries](#)

[SEP website](#)

SUPPLEMENTAL EVIDENCE

[Tuition discounting strategy](#)

[Key performance indicators used in SEP process](#)

[Programs selected through SEP process](#)

2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution’s governing board(s), governance structure(s), and applicable state and federal laws.

UM’s Banner system displays financial statements in accordance with Generally Accepted Accounting Principles (GAAP). The system interfaces with the State of Montana accounting system which is the source of information used to prepare the [Montana Annual Comprehensive Financial Report](#) (ACFR). UM monitors new and proposed standards promulgated by Governmental Accounting Standards Board (GASB) to ensure that applicable pronouncements are implemented effectively and in a timely manner. UM

regularly reviews and applies technical guidance on accounting best practices from the National Association of College and University Business Officers (NACUBO).

UM complies with OCHE and BOR policies and procedures related to financial resource management. OCHE has access to all UM's accounts and regularly meets with campus leaders to monitor financial resources. Data from UM's Banner system populates dashboards OCHE uses to monitor the finances of institutions system-wide.

In addition, the University Controller is responsible for a series of internal control processes monitored by LAD. By maintaining an active inventory of controls and activities, both formal and informal, UM regularly documents roles, responsibilities, and actions taken in conducting regular internal controls procedures. Finally, UM complies with all federal laws related to higher education finance management.

REQUESTED EVIDENCE

Description of internal financial controls

Office of the Controller [Internal controls matrix](#)

Board approved financial policies, state financial policies, or system financial policies

[BOR Financial affairs policies](#)

2.F HUMAN RESOURCES

2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Information on conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination are available to employees through a number of sources, including the Human Resource Services (HRS) [website](#), various [union contracts](#), UM policies on [personnel](#) and [compensation](#), and BOR policies on [personnel](#) and [compensation](#).

STAFF

Role descriptions for individual classified staff positions are created and approved by supervisors and HRS compensation professionals. Supervisors review role descriptions with individual employees to ensure their understanding of the parameters of employment and responsibilities of the position. Compensation guidelines, performance management and evaluation policies, rights and responsibilities, and related frequently asked questions are available on the [HRS website](#). This information is also relayed at mandatory employee orientation sessions, [New Employee Welcome](#). The majority of classified staff at UM are represented by MFPE. The [MFPE CBA](#) provides specific information regarding rights and responsibilities of these employees.

FACULTY

All new faculty receive an appointment letter describing the conditions of their employment and explaining their rights and responsibilities as faculty. This letter informs new faculty of their inclusion in the UFA or MCFA bargaining units. University standards for faculty evaluation, retention, promotion, and termination are set forth in the faculty CBAs.

More discipline-specific, academic unit standards also inform faculty evaluation, retention, and promotion. Unit standards are updated on a regular schedule and posted on the [Office of the Provost website](#). In addition, the Office of the Provost organizes [New Faculty Orientation](#) and offers information sessions on promotion and tenure each fall.

ADMINISTRATORS

Administrators receive an offer letter describing the conditions of their employment. All administrator positions have a role description which details the responsibilities of their position and expectations for continued employment. Employment of individuals in administrator roles within the MUS is governed by BOR policies [711.1](#) and [711.2](#).

REQUESTED EVIDENCE

Human resource policies/procedures

[BOR Personnel policies](#)

[BOR Compensation policies](#)

[UM Personnel policies](#)

[UM Compensation policies](#)

[HRS Policies and procedures](#)

Policies/procedures related to teaching, scholarship, service, and artistic creation

[UFA CBA sections 10.000 Unit standards and faculty evaluation procedure and 11.000 Faculty development, recruitment, and retention](#)

[MCFA CBA sections 10.000 Unit standards and faculty evaluation procedure and 11.000 Faculty development, recruitment, and retention](#)

Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination

[Staff unions at UM](#)

[Staff and trades CBAs](#)

[UM Personnel policies](#)

[UM policy 350 Non-tenurable academic appointments](#)

[UM policy 370 Rights and responsibilities of academic personnel](#)

2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

The University encourages employees to participate in professional development opportunities to enhance their effectiveness and incorporate best practices in fulfilling their roles, duties, and responsibilities. UM created the [Office of Organizational Learning and Development](#) (OOLD) in 2019. This decision expanded the existing Faculty Development Office into a unit charged with providing professional development for all UM employees. OOLD provides a variety of learning opportunities for UM employees including professional development sessions, trainings, in-depth programs, and learning communities.

UM is committed to providing flexible and relevant training and professional development opportunities to its employees. Supervisors permit employees to take time for training and professional development. Sessions are offered in face-to-face and distance formats. As

funding allows, departments provide additional training opportunities or support employee attendance at professional conferences.

UM makes [LinkedIn Learning](#) available to all employees. This vast library of courses greatly increases the professional development content available for employees and allows each employee to personalize their development and pursue it on their own schedule. UM has also invested in an institutional membership for the [National Center for Faculty Development and Diversity](#), a nationally-recognized, independent organization that provides online career development and mentoring resources for faculty, post-docs, and graduate students. To enhance professional development and lifelong learning, [UM policy 804](#) grants tuition waivers to employees enrolled in degree programs at any institution within the MUS.

Other professional development opportunities for UM employees include service on faculty and staff senates, the University Staff Ambassadors program, and the Women's Leadership Initiative.

- Any faculty member, including non-tenure track faculty, can serve in the [Faculty Senate](#) as a senator or in a leadership role.
- Any classified staff member can serve in the [Staff Senate](#) as a senator or in a leadership role.
- Each year, the [University Staff Ambassadors](#) program selects 20 staff members. The group spends a year learning about the role and function of each UM sector and fostering improved communication and understanding across campus.
- Founded in 2015, the [Women's Leadership Initiative](#) builds the leadership capacity of women in faculty, administrator, and staff roles.

Sections 11.000 of the UFA and MCFA CBAs begin, "The [UFA/MCFA], the University, and the [BOR] mutually agree that faculty career development is inherent to the guarantee that all University of Montana students are provided a quality education on both the baccalaureate and post-baccalaureate levels." Individual academic units coordinate professional development for their faculty based on specialty areas and specific accreditations as necessary. The Office of the Provost, Global Engagement Office, and OOLD coordinate the following faculty opportunities:

- [sabbatical assignment](#),
- [faculty international activity award program](#),
- [professional development series](#),
- [support for teaching excellence](#)
(including the [Mobile Summer Institute on Scientific Teaching](#)),
- [Training and support for department chairs and directors](#).

The contractual sabbatical program (CBAs section 11.100) ensures UM provides funding for sabbaticals to support faculty development opportunities. Sabbatical assignments are granted for up to one-half of the regular contract period at full salary, or for the full contract period at three-quarters salary. [Sabbatical awards](#) are posted on the Office of the Provost website.

REQUESTED EVIDENCE

Employee professional development policies/procedures

[UM policy 804 Tuition waivers](#)

[UFA CBA, section 11.000 Faculty diversity, recruitment, and retention](#)

[MCFA CBA, section 11.000 Faculty diversity, recruitment, and retention](#)

SUPPLEMENTAL EVIDENCE

[OOLD website](#)

[LinkedIn Learning webpage on OOLD website](#)

[National Center for Faculty Development & Diversity website](#)

[Faculty Senate website](#)

[Faculty Senate bylaws, section V. Membership of the Senate](#)

[Staff Senate website](#)

[University Staff Ambassadors website](#)

[Women's Leadership Initiative website](#)

[Office of the Provost webpage on sabbatical assignment](#)

[Office of the Provost webpage on sabbatical awards](#)

[Global Engagement Office webpage on faculty international activity award program](#)

[OOLD support for teaching excellence webpage](#)

[OOLD Mobile Summer Institute on Scientific Teaching](#)

[Office of the Provost webpage for department chairs/directors](#)

2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

The University follows prescribed procedures for hiring qualified faculty, staff, and administrators for all UM sectors. UM references the data provided by affirmative action programming and reviews all hires to ensure new employees meet the requirements of each position. UM proactively seeks to recruit and retain qualified and talented employees. For example, UM revised its telecommuting policy and procedure in response to employee demand for a more flexible work environment. This change is supported by [BOR policy 715](#) on remote work arrangements.

A large percentage of UM faculty members are nationally and internationally recognized for scholarship in their fields, as demonstrated by national awards and citation indices. Virtually all tenure-track faculty and many non-tenure-track faculty members hold terminal degrees in their field. Faculty, staff, and administrators can use the UM tuition waiver to enroll in degree programs while employed at the University. Most administrators hold advanced degrees. In certain programs, such as those training students to meet workforce demands, professional experience is valued and recognized in hiring. This expertise, coupled with the training and development described above, yields a qualified and engaged workforce supporting the University's operations and mission.

UM's Office of Institutional Research collects employee data for various reporting purposes. The office also tracks student credit hour information, which informs planning

and decision-making on instructional staffing. The data are compared to national norms generated from the National Study of Instructional Costs and Productivity to monitor the effective use of instructional funds. Student-faculty ratios (17.4:1 in fall 2022) are regularly reported to both the Common Data Set and the Integrated Postsecondary Education Data System (IPEDS).

Academic policies and continuity of quality academic programs resides in the partnership between the Faculty Senate and the UM administration. The Faculty Senate reviews, debates, and votes on issues pertaining to UM's academic welfare in consultation and cooperation with the president, provost, and other administrators. Faculty members are responsible for the planning, delivery, and evaluation of learning outcomes, academic unit policies, and other activities of the programs offered by academic units. While the UM [Office of the Provost](#) coordinates academic policy for academic units, each unit engages in continuous evaluation of its academic offerings through self-studies, regular assessment reporting, and external evaluations from accrediting bodies. Academic units are required to conduct a program review every seven years per [BOR policy 303.3](#). New degree programs are evaluated by the Faculty Senate after three years per [Faculty Senate procedure 102.70](#), and by OCHE per [BOR policy 303.1](#). Such reviews and reporting help UM uphold academic program quality, and create and maintain the policies necessary to do so.

REQUESTED EVIDENCE

Documentation about engagement and responsibilities specified for faculty and staff, as appropriate

[BOR personnel policies](#)

[HRS recruitment and hiring guidelines](#)

[HRS performance evaluation guidelines](#)

[UFA CBA](#)

[MCFA CBA](#)

Personnel hiring policy/procedures

[BOR Personnel policies](#)

[HRS Recruitment and hiring guidelines](#)

Academic organizational chart

[Academic organizational chart](#)

Administrator/staff/faculty evaluation policies/procedures

[HRS Performance management guide and resources](#)

[Faculty Senate procedure 102.4 Evaluation of the administration](#)

[BOR policy 705.3 Performance evaluation](#)

[UFA CBA section 10.000 Unit standards and faculty evaluation procedure](#)

[MCFA CBA section 10.000 Unit standards and faculty evaluation procedure](#)

[Office of the Provost faculty evaluation website](#)

[Office of the Provost department reports website](#)

[Alexander Blewett School of Law faculty handbook \(ch. 11\)](#)

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Performance evaluations are conducted on a regular basis. Procedures and criteria for evaluation vary based on employee type and individual employee role descriptions.

STAFF

Supervisors provide all classified staff with a mandatory annual performance review based on each individual's role description. HRS provides performance management information and resources, including standardized performance review templates, for supervisors on its [performance management website](#). Supervisors submit completed performance evaluation documentation to HRS. HRS personnel review the records of employees given a "needs improvement" rating and then discuss them with the staff member's supervisor. HRS personnel work with supervisors to develop and implement performance improvement plans for these employees.

ADMINISTRATORS

Each year, President Bodnar evaluates all members of the senior executive team who report directly to him. These evaluations are grounded in the goals set during an annual goal setting exercise the President facilitates with each direct report. President Bodnar also facilitates two mid-year reviews with direct reports. These focus on adjusting collaboratively set goals in response to institutional needs. The Provost and Vice Presidents also conduct performance reviews for their direct reports. These performance evaluations require administrators to reflect on accomplishments and articulate goals that relate to UM's PFAs. In some instances, feedback from peers and direct reports informs these performance reviews.

The Faculty Senate conducts an evaluation of the administration every other year. The criteria and methodology used for this evaluation are published in [Faculty Senate procedure 102.40](#). Using an online survey, faculty anonymously rate administrators on a five-point scale and can provide written comments specific to outlined performance dimensions for the president, provost, vice provosts, vice presidents, academic deans, chief information officer, and registrar. Incentives are offered to elicit as high a response rate as possible. Each administrator evaluated receives the results of the Faculty Senate evaluation and meets with the executive committee of the Faculty Senate to discuss them. These evaluations are later discussed between each evaluated individual and their direct supervisor.

FACULTY

Performance evaluation of all personnel involved in instruction is conducted regularly and includes student evaluation of teaching in accordance with [BOR policy 705.3](#) and the

procedure detailed in faculty CBAs section 10.000. UFA and MCFA CBAs section 10.110 describes University Standards for faculty advancement, and each academic unit adopts unit-specific standards which are revised and re-approved every five years and are posted on the [department reports page](#) of the Office of the Provost website. Unit Standards set out evaluation criteria to be used in conjunction with the University Standards and evaluation process outlined in the CBAs. Unit Standards can contain more rigorous standards but may not conflict with or undercut University Standards. Expectations for performance and advancement for faculty within the Alexander Blewett III School of Law are specified in the Alexander Blewett III School of Law faculty handbook.

Evaluation criteria are published online and discussed at faculty evaluation training sessions hosted by the Office of the Provost at the start of each academic year. Unit standards, links to the faculty CBAs, and guidance about the faculty evaluation process and associated compensation items are published on the Office of the Provost's [faculty evaluation website](#).

REQUESTED EVIDENCE

Administrator/staff/faculty evaluation policies/procedures

[HRS Performance management guide and resources](#)

[Faculty Senate procedure 102.4 Evaluation of the administration](#)

[BOR policy 705.3 Performance evaluation](#)

[UFA CBA section 10.000 Unit standards and faculty evaluation procedure](#)

[MCFA CBA section 10.000 Unit standards and faculty evaluation procedure](#)

[Office of the Provost faculty evaluation website](#)

[Office of the Provost department reports website](#)

[Alexander Blewett School of Law faculty handbook \(ch. 11\)](#)

2.G STUDENT SUPPORT RESOURCES

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

The University is committed to helping students receive the support they need to attain their personal and educational goals. In 2018, the student affairs sector joined Academic Affairs in reporting to the Provost, resulting in robust collaborations among student support services and academic units. This strong partnership enables UM to provide care and support for students based on their individual needs. UM's commitment to supporting students is central to our identity as a public institution serving learners from diverse backgrounds and preparation levels. Implementation of equity-based practices is central to some of our most successful student support initiatives.

For example, UM has adopted a co-requisite model for gateway-level math and writing courses. Co-requisite models place underprepared students directly into college-level

courses while providing additional supports to help them effectively engage with college-level coursework. This model eliminates all exit points enroute to college-level courses in math and writing. These students stay on track with their peers, completing the same college-level courses with the same learning outcomes, supported by additional class sessions to provide just-in-time instruction along with additional time focused on course content. The goal is for students to complete their first college-level math requirement in their first year of college, saving time and money. UM faculty presented the beneficial effects of co-requisite courses on cohorts of students enrolled in two-year and four-year programs at the March 2022 BOR meeting.

UM has also created a suite of programs that support more equitable access to the types of experiences and support that translate into college and post-graduate success. For example:

- UM encourages faculty to adopt Open Educational Resources (OER) to lower textbook costs for students and make course materials more accessible. This contributes to UM's effort to close equity gaps in student achievement. Library personnel have been instrumental in leading campus efforts to educate faculty on OER. They piloted a grant initiative to incentivize faculty use of OER in 2019-2020 and are participating in the American Association of Colleges and Universities (AAC&U) OER Institute in 2022-2023.
- UM recently launched the Indigenous First-Year Experience program, a cohort-based program that provides Indigenous students with mentoring, tutoring, culturally relevant co-curricular activities, life skills instruction, and a deliberately curated opportunity to develop a sense of belonging and community.
- UM's ElevateU program provides more equitable access to career-readiness activities by providing paid internships, networking and interviewing skills, and career oriented exploration experiences to a broad swath of students. This program aims to provide every student the opportunity not only to participate in a work-based experience but also to translate that experience into job opportunities post-graduation. By providing all students with this opportunity, UM seeks to create the networks many underserved students have not had the privilege to develop prior to college.

SUPPORT FOR STUDENT LEARNING

UM offers students a wide variety of learning support programs free of charge in addition to academic advising. The [Office for Student Success](#) oversees most of these programs:

- [EdReady Montana](#), a personalized, free, no-credit online program helps students master the mathematics skills needed to succeed.
- The [Financial Education program](#) teaches students personal finance and budgeting skills and helps them maintain financial aid, navigate loan repayment, and explore student loan forgiveness options.
- [Study Jam Tutoring](#) offers peer-led group tutoring for more than 40 courses in 12 academic disciplines.

- UM's [Writing and Public Speaking Center](#) provides a collaborative learning environment for students and other members of the campus community to improve writing and presentation skills.
- [TRIO Student Support Services](#) is a federally funded program that provides academic support for low-income students from homes in which neither parent completed a four-year college degree, or students with a documented disability. The program serves 375 active participants per year, and services include study skills courses, academic advising, help navigating financial aid matters, assistance with academic major choice, and career exploration.
- [TRIO Upward Bound](#) provides high school students with college-level skills and encourages entry of low-income, first-generation students into college. The program is currently funded to serve 77 students from three Missoula high schools, as well as two high schools on the Blackfeet Reservation.
- [Support for distance students](#) largely mirrors that available to in-person students. [UMOnline](#) promotes and supports excellence and innovation in distance teaching and learning through the creation of quality online, blended and web-enhanced learning opportunities for UM students.

PROGRAMS TO SUPPORT STUDENT WELLBEING

The University recognizes that students cannot be academically successful unless they are physically and emotionally well. To that end, UM places great importance on providing students with avenues to maintain physical and emotional health and provides programs designed to enhance students' sense of belonging at UM. Information about these programs is featured on UM's website, at New Student Orientation, in the residence halls, and during advising sessions. Several colleges host wellness coordinators who connect students with important on-campus resources such as food pantries.

HEALTH AND WELLNESS SERVICES

[Curry Health Center](#) provides quality, affordable and accessible health care for UM students. Curry's [Medical](#), [Counseling](#), [Dental](#), [Wellness](#), and [Pharmacy](#) departments promote a healthy campus by partnering with students in meeting their health care needs within a framework of compassion, respect, and inclusiveness.

NEW STUDENT ORIENTATION

[New Student Orientation](#) helps students make a smooth and informed transition to campus life. During New Student Orientation, students receive relevant and critical information about the programs and services available to support their learning and success, engage with peers, navigate campus, and complete a [Big Sky Experience](#). The Big Sky Experience is designed as a small group project that gives students an introduction to hands-on learning, community action, and teamwork. Big Sky Experiences engage students with a meaningful project that supports the Missoula community, UM, or one of our many regional community service partners.

THE FIRST-YEAR EXPERIENCE WORKSHOP

The [First-Year Experience Workshop](#) is a two-credit workshop offered to all new UM students. The course teaches students to apply design thinking principles to

help students develop resilient and exploratory mindsets related to their academic, personal, and career goals.

FRESHMAN WILDERNESS EXPERIENCE

New students are invited to apply for a [Freshman Wilderness Experience](#) during the week prior to New Student Orientation. The Freshman Wilderness Experience celebrates the beautiful wilderness areas, rivers, and mountains of Montana. Alongside peers and trained guides, students learn leadership skills, “Leave No Trace” concepts, and increase their confidence in wilderness settings.

INTERPERSONAL SUPPORT SERVICES

UM is committed to providing a campus living and learning environment that is diverse, rich in cultural expression, comfortable, safe and engaging for all members of our community. Several services and programs, listed below, support students:

- [American Indian Support Services](#) (AISS) supports Native American students in their transition, achievement, and success at UM by providing services and programs through partnerships with campus and community members.
- [The Branch Center](#), a space for student diversity and inclusion at UM, is dedicated to promoting respectful and collaborative dialogue, programming, and resources to foster understanding, support, and inclusion for underrepresented students.
- The [Office of Disability Equity](#) (ODE) serves students, faculty, and staff on disability-related matters.
- [Experiential Learning and Career Services](#) provides students with meaningful career-building and experiential learning opportunities. The College of Business, Davidson Honors College, Missoula College, and College of Humanities & Sciences all offer career-building and experiential learning opportunities to students, including career coaching.
- The Office of [Inclusive Excellence for Student Success](#) is a student-centered office designed to support our diverse community and engage in diversity, equity, inclusion, and anti-racism efforts at UM.
- [International Students and Scholars](#) (ISS) furthers the comprehensive internationalization of UM and the Missoula community by providing services to 400+ international students from 70+ countries. ISS advances the exchange of ideas and culture through advocacy, education, engagement, and service.
- [Intramural Sports](#) offers students comprehensive sports and events programming.
- [Military and Veteran Services](#) serves UM’s military-affiliated students, providing compassion resources and assistance for making the most of their educational benefits.
- The [Student Advocacy Resource Center](#) (SARC) provides professional crisis response, advocacy, counseling, and support for victims of sexual assault, stalking, drug-facilitated assault, or interpersonal violence. SARC professionals offer individuals choices, then provide referrals to justice, medical, and social service systems. Students can access confidential SARC services 24 hours a day, seven days a week.

- [UM Housing](#) provides safe, clean, healthy, and affordable living and learning facilities that foster an inclusive community living environment for students, staff, faculty, and guests.
- [University Center Student Life Activities](#) coordinates events and programming for students within the heart of student life on campus, the University Center.

The programming, services, and spaces described above grant students the opportunity to spend time engaging with others to form deep and meaningful connections. These programs and resources help students manage the many stresses that are inherently present in a university environment.

REQUESTED EVIDENCE

Listing of programs and services supporting student learning needs

[Office for Student Success](#)
[Undergraduate Advising Center](#)
[Undergraduate Advising Center advisor directory](#)
[UMOnline student support website](#)
[TRIO Student Support Services](#)
[TRIO Upward Bound](#)
[Curry Health Center](#)
[New Student Orientation](#)
[Big Sky Experience](#)
[First-Year Experience Workshop](#)
[Freshman Wilderness Experience](#)
[American Indian Support Services](#)
[The Branch Center](#)
[Office of Disability Equity](#)
[Experiential Learning and Career Services](#)
[Inclusive Excellence for Student Success](#)
[International Students and Scholars](#)
[Intramural Sports](#)
[Military and Veteran Services](#)
[UM Housing](#)
[University Center Student Life Activities](#)
[Office of Community Standards](#)
[Behavioral Intervention Team](#)
[Office of Equal Opportunity and Title IX](#)
[Student Advocacy Resource Center](#)

SUPPLEMENTAL EVIDENCE

[UM presentation on benefits of co-requisite model to BOR, March 2022 \(see slides 8-9\)](#)
[OSS Annual Report, 2021-22](#)
[UM Advising Manual](#)

2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

The [UM catalog](#) is published online³. The catalog features UM's mission statement along with information on admission requirements and procedures, grading policy, the academic calendar, students' rights and responsibilities; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings. In addition, the catalog features links to rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar. Administrators are named in the catalog, while faculty names and credentials are listed in the sections pertaining to their colleges, schools, and departments and on individual faculty webpages. A list of administrator and faculty credentials is available upon request from HRS.

The information in the UM catalog reflects the information available to the public via the UM website. The catalog provides links to the SCC, the Office of the Provost website, the Business Services and Financial Aid websites, academic department websites, and other relevant University websites.

REQUESTED EVIDENCE

Catalog (and/or other publications) that provides information regarding:

Institutional mission

[UM catalog \(p. 2,029\)](#)

[President's website](#)

Admission requirements and procedures

[UM catalog \(pp. 61-67\)](#)

Grading policy

[UM catalog \(pp. 39-43\)](#)

Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion

[UM catalog \(pp. 128-2,580\)](#)

³ UM's Registrar's Office is migrating the catalog to a new platform supported by CourseLeaf. For purposes of this report, we are using a version of the 2022-2023 catalog in PDF format.

Names, titles, degrees held, and conferring institutions for administrators and full-time faculty

[UM catalog \(p. 2,029\)](#)

[Report on administrator and faculty names, titles, degrees held, and conferring institutions](#)

Rules and regulations for conduct, rights, and responsibilities

[SCC](#)

Tuition, fees, and other program costs

[Business Services Student tuition and fees webpage](#)

Refund policies and procedures for students who withdraw from enrollment

[UM catalog \(pp. 2,583-2,587\)](#)

[Business Services student account services website](#)

Opportunities and requirements for financial aid

[UM catalog \(pp. 2,588-2,594\)](#)

[Financial Aid Office website](#)

Academic calendar (see 2.C.2)

[Academic Calendar website](#)

2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which professional programs exist at UM is available online, both on the [professional licensure website](#) maintained by the Office of the Provost and on individual program webpages. Professional program curricula are designed to provide the required competencies and knowledge for entry into the designated profession. Individual programs supply appropriate information about national and/or state eligibility requirements for licensure or entry into an occupation or profession. UM requires professional programs to update the licensure and employment information on their websites on a regular basis. The UM Office of the Provost regularly updates this list of programs.

UM's recently drafted student location determination policy establishes the practice of collecting student location data in a consistent manner. Access to student location data will help UM provide consumer protection measures to prospective students, ensuring they know whether UM's curriculum meets licensure and employment requirements in their location. The policy ensures reporting of distance student enrollments to IPEDS as well as to the National Council for State Authorization Reciprocity Agreements (NC-SARA). The policy ensures reporting of out-of-state learning placements to NC-SARA.

REQUESTED EVIDENCE

Samples of publications and other written materials that describe: Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered

[Office of the Provost professional licensure webpage](#)

[Skaggs School of Pharmacy licensure and employment website](#)

[Phyllis J. Washington College of Education licensure website](#)

[School of Social Work handbook \(p. 23\)](#)

[Department of Health Professions licensure and career information handout](#)
[Nursing licensure information](#)

Samples of publications and other written materials that describe: Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials

[Forestry and Conservation careers and job opportunities](#)

[Alexander Blewett III School of Law student handbook career development section \(p. 57\)](#)

[Department of Health Professions licensure and career information handout](#)

[Nursing student resources webpage](#)

SUPPLEMENTAL EVIDENCE

[Draft student location policy](#)

2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

FINANCIAL AID PROGRAM

The University's [Financial Aid Office](#) monitors and/or administers all institutional, state, and federal financial aid programs in compliance with University policy and governmental regulations. UM participates in federally funded campus-based programs and files the federal Fiscal Operations Report and Application to Participate (FISAP) annually. The Financial Aid Office is audited by LAD in compliance with the Federal Single Audit Act. The Financial Aid director works closely with Intercollegiate Athletics to ensure that the University remains in compliance with the Big Sky Conference and NCAA Division I policies and regulations.

The Financial Aid Office works with prospective and enrolled students and their families to determine eligibility, prepare applications, and connects them with the [Financial Education program](#), which offers workshops and one-on-one financial planning sessions to students and alumni. This includes assistance with FAFSA application, financial aid, financial aid relief programs, loans, budgeting, credit, and savings.

AVAILABILITY OF FINANCIAL INFORMATION

The Financial Aid Office website provides information about [categories of financial assistance](#) (grants, loans, scholarships), how to apply for aid, eligibility, verification, timelines/deadlines, critical information about cost of attendance, University policy and

federal regulations, and contact information. The application for and receipt of financial aid is primarily an online process; web-based services are the principal means of communicating with students. Students track the status of financial aid delivery using Cyberbear, UM's web-based application for accessing and updating student and employee information.

REQUESTED EVIDENCE

Published financial aid policies/procedures including information about categories of financial assistance

[Financial Aid website](#)

[Types of aid webpage](#)

[UM scholarship portal](#)

Information to students regarding repayment obligations

[Satisfactory academic progress webpage](#)

[Withdrawing webpage](#)

[Financial education program](#)

Policies / procedures for monitoring student loan programs

[Loan information webpage](#)

2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

The Financial Aid Office [loans webpage](#) features information about various loan types, how to apply for and receive loans, basic repayment examples, and links to federal resources. Student loan defaults are monitored in both the University's Federal Perkins and Federal Stafford Loan Programs. All students borrowing federal loans are required to complete [loan entrance counseling](#) before UM disburses any federal student loans (Direct and Graduate PLUS Loans). The federal counseling platforms UM uses for student loan entrance counseling provide information regarding repayment obligations. Students exiting the institution (i.e., withdrawing, graduating, etc.) are notified of their obligation to complete exit counseling, which explains repayment obligations and counsels them on repayment options. The loan default rate is posted in the "Cohort Default Rate" section of the [federal direct student loans webpage](#) of the Financial Aid Office website.

REQUESTED EVIDENCE

Published financial aid policies/procedures including information about categories of financial assistance

[Financial Aid website](#)

[Types of aid](#)

[Satisfactory academic progress policy](#)

[Return of TIV aid policy](#)

Information to students regarding repayment obligations

[Financial Aid website; Federal Direct Student Loans webpage](#)

[Financial Aid website; Federal Direct PLUS Loans webpage](#)

[Financial Education webpage on student loans](#)

Policies / procedures for monitoring student loan programs

[Information by loan type](#)

[Additional timelines, policy, and processing information](#)

Loan default rate published on website

[Federal Direct Student Loans webpage on Financial Aid website](#)

SUPPLEMENTAL EVIDENCE

Information about student loans

[Federal Direct Student Loans](#)

[Federal Graduate PLUS Loans](#)

Student loan repayment support

[Financial Education program loan webpage](#)

2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

After matriculation, each UM undergraduate is assigned a [professional academic advisor](#) who serves as a personal guide for their academic trajectory. The [Undergraduate Advising Center](#) (UAC) serves undeclared and undergraduate non-degree students and is the hub of general education advising for all UM undergraduates. Academic advisors utilize EAB Navigate to monitor student progress and communicate with students and their professors. Advisors also use DegreeWorks and Degree Maps to help students choose suitable options for degree completion. The UM [Advising Manual](#), designed to supplement the UM catalog, is a comprehensive guide for advisors on relevant policies and procedures. Many students are also assigned faculty advisors within their academic units. Faculty advisors serve as mentors to students, providing an understanding of the academic discipline and helping navigate internship and fieldwork opportunities as well as graduate school and career options. Graduate students are largely mentored by their program directors with support from the Graduate School.

UM's advising model is hybrid, one that includes centralized and decentralized advising. Professional advisors are assigned to students based on students' declared majors. Their offices are situated within the colleges they serve, and their work is coordinated by UM's Office for Student Success (OSS). Advising for students who have not yet declared a major takes place in the UAC, within OSS. OSS also manages advising technology tools, conducts assessment of University advising services, and provides resources designed to benefit advisors in their daily interactions with students.

OSS conducts regular evaluation of campus advising services. Advisors administer surveys to students to gather feedback on their advising experiences and gauge achievement of relevant learning outcomes. Data collected informs efforts to continuously improve advising services across campus. Recent results from advising surveys have informed conversations between advisors and their supervisors and are shaping the development of standardized advisor performance evaluation criteria.

The University advising community is a dynamic, engaged team of professionals committed to continuous improvement for the benefit of all UM students. Advisors can participate in several initiatives designed to improve the quality of advising and create a community of practice among advisors across campus:

- The [UM Academic Advising Certificate Program](#) constitutes professional development for staff and faculty in advising roles. One of the program's goals is to ensure consistency of high-quality academic advising at UM. Since the certificate program's inception in 2016-17, hundreds of attendees have participated in individual trainings and 52 employees have completed the full certificate program. The program is available online as an asynchronous course for attendees to complete at their own pace. Completers earn a physical certificate and a digital badge.
- The UM Academic Advising Council coordinates undergraduate advising services and makes data-informed recommendations for improving academic advising at UM.
- Advising Conversations, regular meetings for advisors at UM, and the advising listserv ensure regular information-sharing and community building around advising best practices across campus.
- OSS coordinates campus-wide student retention campaigns each semester, enlisting the help of faculty, department chairs, and deans in their efforts to encourage students to enroll in following semester's classes.

Students are informed of advising requirements and the responsibilities of advisors, as well as what to expect from their advising experiences in the advising section of the UM catalog. Efforts are underway to increase the number of advisors in the colleges to reduce case overloads and provide consistency and quality in the advising services offered to all UM students.

REQUESTED EVIDENCE

Description of advising program, staffing, and advising publications

[UM Advising Manual](#)

[UM Advising services overview website](#)

[UM catalog \(pp. 77-80\)](#)

Systematic evaluation of advising

[Advising survey summary report](#)

Professional development policies/procedures for advisors

[Academic Advising Certificate Program](#)

2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

IDENTITY VERIFICATION OF DISTANCE STUDENTS, PRIVACY, AND COST

The University has drafted a policy and procedure to ensure an effective identity verification process for distance students that protects student privacy and informs students of charges associated with the identity verification process. Once approved, the policy will be shared with prospective distance students via online program webpages and on the UOnline website. Currently, there are no charges associated with identity verification for students; should that change in the future, the policy explicitly states that the University shall ensure students are appropriately notified.

CURRENT PRACTICES ON STUDENT IDENTITY VERIFICATION AND PRIVACY

Currently, UM uses the same identity verification process for students enrolled in distance education courses and programs as it uses for in-person students. The Admissions Office creates a profile in Banner for each admitted student to generate their student identification number (790 number) and the credential ([NetID](#)) and password required to access campus resources such as Cyberbear, UM's web-based application for accessing and updating student and employee information, Moodle, UM's learning management system, and Zoom for video-conferencing. Students must use their unique, secure credentials to access all accounts related to their status as UM students. Third-party platforms are accessed using single-sign on using the same UM credentials.

UM has added a multifactor authentication to bolster security and privacy for student accounts. Students may elect to use it. The UM Information Technology (IT) Client Experience group has a documented process for confirming student identity when individuals seek help changing passwords at the IT helpdesk. UM expects all students, regardless of location, to abide by the SCC, which lists falsification (forgery, alteration or misuse of University documents, records, instruments of identification, computer programs, or accounts) as an act of misconduct.

REGULAR AND SUBSTANTIVE INTERACTION IN DISTANCE EDUCATION

UOnline instructional designers show instructors how to include and implement requirements for regular and substantive interaction in distance education courses and programs. The UOnline training webpage features various courses developed by UOnline instructional designers that include these best practices in distance course and program design. UM follows the [Principles of Quality for eLearning Courses in the MUS](#), which require regular and substantive interaction between students and instructors, other students, and course/program content.

REQUESTED EVIDENCE

Policies/procedures for ensuring the student who registers in a distance education course/program is the same student who participates in the course and receives credit

[Draft student identity verification policy](#)

Policies/procedures make it clear that these processes protect student privacy

[Draft student identity verification policy](#)

Notification to students at the time of registration of any additional charges associated with verification procedures

[Draft student identity verification policy](#)

Academic policies/procedures for instructors to implement requirements for regular and substantive interaction in distance education courses/programs

[Principles of Quality for eLearning Courses in the Montana University System](#)

[UMOnline training and support for faculty webpage](#)

SUPPLEMENTAL EVIDENCE

[UM IT procedure for verifying caller identity](#)

[SCC description of general misconduct \(p. 9\)](#)

2.H LIBRARY AND INFORMATION RESOURCES

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution’s mission, programs, and services.

The Maureen and Mike Mansfield Libraries design and implement specialized services, instruction, and programs to nurture scholarship and creative activity. The Libraries provide campus and community members opportunities to understand the past, analyze the present, and prepare for the future as globally engaged citizens. Library faculty support and sustain the institution’s mission, programs, and services by staying current on the higher education academic library landscape; contributing to the governance of academic programs on campus via Faculty Senate; and engaging in service to UM and to the profession. Library staff take part in shared governance and campus initiatives; for example, keeping students connected when the COVID-19 outbreak prompted an immediate shift to remote instruction. Key partnerships and joint programming with other campus units ensures the Libraries are an integral part of the University’s learning environment. For example, student research abstracts from the [UM Conference on Undergraduate Research](#) and [UM Graduate Conference](#) are published in the Libraries’ institutional repository.

Librarians collaborate with faculty to ensure that the use of library and informational resources, research strategies and critical evaluation of information are integrated into the learning process. Guided by the [Information Literacy Curriculum](#), library instruction is integrated into the undergraduate curriculum, primarily in high-enrollment first-year courses, introductory and advanced college writing courses, and in response to specific faculty requests. Information literacy learning outcomes are a component of UM writing course guidelines, and a librarian serves on the Writing Committee of Faculty Senate to foster such collaboration. Workshops are offered periodically to address targeted student needs, such as how to conduct a literature review, locate government information, and manage data, files, and references. The subscription resource [Information Literacy - Core](#) was added in 2020 to supplement face-to-face instruction. Library instruction and collections provide a foundation for strengthening student success and expanding research capabilities.

Through careful stewardship and management, the Libraries provide access to print and physical library collections and electronic research databases, e-journal and

e-book packages, electronic journal subscriptions, a web-scale discovery service, and an institutional repository to support and sustain the institution's mission, programs, and services. Collections exceed 1.3 million bound volumes, and include more than 850,000 electronic books, 195,000 print and electronic journals, 27,000 electronic media, 380,000 physical media, 92,000 institutional repository items, a federal government documents depository collection, and archives and special collections. The archives and special collections contain rare and unique published and unpublished materials that document UM's history and the environmental, political, and cultural histories of western Montana. The Libraries' collections are supplemented by an active interlibrary loan service through which the resources of other libraries are made available to UM students, staff, and faculty.

As the result of decreasing collections budgets over the past five years, the Libraries cancelled 15 databases and 9 e-journal packages as well as the book approval plan. Selection of electronic resources to cancel focused on maintaining the level of currency, depth, and breadth of collections needed by UM users and was informed by department and campus feedback, a library workgroup formed by the Provost, an internal collections realignment task force, and consultation with the [Faculty Senate's University Library Committee](#). Concurrently, the Libraries increased the portion of the collection budget devoted to electronic resources to provide 24-hour library access for on-campus students, distance education students, and students, staff, and faculty in remote locations.

UM faculty, staff and students can request monographs or media via an online form; the Libraries have increased use of this patron-driven acquisition model of collection development. The Libraries joined with other non-profit academic libraries in Montana to form [Treasure State Academic Information & Library Services](#) (TRAILS) in 2016, aiming to mitigate some of the escalating costs of library materials in higher education. The consortium facilitates increased cooperation to enable member libraries to share services, resources, and make joint purchases. TRAILS has enabled the libraries to make upgrades to ProQuest Central and Ebook Central, multidisciplinary collections of multiple source types.

The Libraries provide technologies needed for research and creative scholarship, teaching, and learning, including computer and presentation equipment, software, printing, and technology support and studio services. The Libraries aim to continuously adapt to our rapidly evolving world, improving technologies and identifying tools to best meet the educational and research needs of the UM campus.

REQUESTED EVIDENCE

Procedures for assessing adequacy of library collections

[Libraries' collection development policy](#)

Library planning committee and procedures for planning and collection development

[University Library Committee of Faculty Senate](#)

Libraries' collection development policy

[Libraries' collection development policy](#)

Library instruction plan; policies/procedures related to the use of library and information resources

[Information literacy curriculum](#)

[Library policies](#)

Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process

[Libraries organizational chart](#)

[Information literacy curriculum](#)

[Faculty Senate Writing Course guidelines](#)

2.1 PHYSICAL AND TECHNOLOGY INFRASTRUCTURE

2.1.1 Consistent with its mission, the institution creates and maintains physical facilities and information technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution’s mission, academic programs, and services.

PHYSICAL FACILITIES

UM is committed to creating and maintaining accessible, safe, secure, sustainable, and sufficient facilities. Each biennium, UM makes requests to the state Legislature through the MUS. These requests are for funding, spending authority, and permission for construction, renovations, deferred maintenance, code, and safety projects for state facilities. Donors fund a certain number of facilities projects such as large lecture hall renovations and classroom technology upgrades. Construction on a new building for the Montana Museum of Art and Culture is underway thanks to a transformational donor gift.

FACILITIES INFRASTRUCTURE THAT SUPPORTS UM’S MISSION

In 2018, UM began a concerted effort to upgrade and revitalize its student-facing infrastructure that amounts to the most significant facilities improvement effort in UM’s history. This \$160 million initiative centers on student-focused facilities and infrastructure such as classroom improvements, instructional technology upgrades, residence hall expansions and upgrades, an overhaul of campus dining services, and improvements to hardscape and landscape. UM is responsive to students and other stakeholders who expect our facilities be as environmentally sustainable as possible; a combined heat and power plant upgrade will deliver energy efficiencies and lower energy costs. This is an example of UM enacting the values embraced by members of the campus community. Updates on campus infrastructure projects are described and updated on UM’s [Construction and Renovation](#) and [Campus construction updates](#) websites.

CAMPUS ACCESSIBILITY

UM is committed to providing equal opportunities in education, employment, programs, activities, and services to everyone, including those with disabilities. UM works diligently to make University-related meetings and events, courses and performances accessible, and to responding to accommodation and modification requests in a timely manner.

The [Americans with Disabilities Act \(ADA\) team](#) serves as the ADA coordinator for UM and monitors progress on compliance with federal, state, and local laws and regulations related to physical accessibility. All-campus events feature accessible signage, publicity materials, and presentations. UM posts information on accessibility of principal campus event venues, University housing, facilities and parking on the [Accessibility Resources webpage](#). Our ADA accessibility campus map outlines accessible parking, curb cuts, door

entrances, elevators, and priority snow routes across campus. Individuals can opt into [Access Updates](#), providing real-time notification of temporary physical barriers such as elevator outages on campus. Subscribers receive messages by email, text message, or voice message. Individuals are encouraged to [report accessibility barriers](#) via an online form. Facilities service personnel prioritize responses to these reports.

All new facilities under construction are to be accessible. Per [UM policy 735 Discrimination, harassment, and retaliation](#), which states, “...in accordance with the Americans with Disabilities Act (ADA), as amended, Section 504 of the Rehabilitation Act of 1973, and applicable federal and state laws, the University is committed to providing access and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities,” the long-range building plan the MUS recently submitted to the state Legislature identifies \$3.3 million of disability access projects for state-funded facilities located on the UM campus.

CAMPUS SAFETY AND SECURITY

UM’s Campus Safety and UM Police websites feature information, resources, and instructions on how to report emergencies and/or concerns. Topics range from safety of buildings and physical infrastructure safety to personal safety for members of the campus community.

Campus buildings and space are monitored for safety issues. Subjects of [policies and procedures on facilities and security](#) range from UM’s animal care and use program to UM’s commitment to a tobacco-free campus. Campus sidewalks, bricked surfaces, and roads are maintained to eliminate safety hazards and accessibility. A comprehensive exterior lighting improvement project that is a partnership between UM, the City of Missoula, and Missoula Parks & Recreation, will begin in May 2023. Exterior lighting will be upgraded across campus and along the western and northern perimeters of campus, in areas students have identified because of safety concerns. UM students have been active partners in the design of this project, with ASUM passing a resolution expressing support for the upgrades.

Many campus entities focus on student and employee personal safety. For example, [UM Police](#), [SARC](#), [Emergency Preparedness](#), and the [UM Food Pantry](#) provide comprehensive personal safety resources and services to the campus community. UM Police develops, disseminates, and administers procedures to comply with the Clery Act and the Higher Education Opportunity Act such as the [annual campus security and fire safety report](#).

ENVIRONMENTAL HEALTH AND SAFETY

UM’s [Environmental Health & Safety](#) (EHS) office performs annual safety inspections of all UM buildings. The inspection ensures compliance with OSHA, International Fire Code, Environmental Protection Agency, ADA accessibility standards, and any applicable state standards. In coordination with the [Campus Preparedness and Response Group](#) and UM Police, EHS is responsible for emergency preparedness. UM has an overall emergency operations plan; each campus building has a customized emergency action plan. Each campus building also has an established emergency team to assist students, faculty, and staff during emergencies. EHS is responsible for the proper management of hazardous, biological and radioactive waste produced on campus, including the collection, storage,

and proper disposal of hazardous waste through a contracted waste transport and disposal company.

In maintaining health, safety, and access to facilities and programs, UM employs journeyman-level craftsmen with appropriate certifications. For elevator maintenance and hazardous material abatement, where in-house personnel do not hold the necessary certifications, UM contracts with outside firms. Facilities services provides training for employees to obtain and maintain certifications for health and safety issues such as fire alarm maintenance, back flow prevention, chlorofluorocarbon disposal, and asbestos maintenance.

INFORMATION TECHNOLOGY

Campus information technology infrastructure and facilities are undergoing significant improvements as well. [UM IT](#) provides leadership in identifying and delivering the technological infrastructure required to support UM's broader mission. IT infrastructure and service delivery aim to provide comprehensive and robust technological solutions for UM's educational, research, administrative and business needs. UM IT is led by a Chief Information Officer (CIO) who serves on Cabinet. Organized into key units (Enterprise Technologies, Client Experience, Cyber Infrastructure, and Information Security), UM IT provides computer, network, and telecommunications infrastructure, as well as enterprise-level software and support services. UM IT coordinates with institutions across the MUS, the local community, and state agencies to ensure consistency in offerings and policies.

ELECTRONIC AND INFORMATION TECHNOLOGY ACCESSIBILITY

The University works diligently to ensure digital content and information technology are accessible and usable. To that end, UM has implemented a [policy on electronic and information technology accessibility](#) (EITA) which addresses web accessibility, instructional materials accessibility, document accessibility, electronic media accessibility, software, hardware, and systems accessibility, and procurement.

The [ADA team](#) oversees the charge of the Digital Accessibility Committee to align campus activities and practices with national digital accessibility laws, regulations, and recommended practices by:

- advising the EITA coordinator on issues regarding campus policies and procedures addressing digital accessibility,
- supporting the development of strategies to improve digital accessibility,
- monitoring developments in information and communication technology, assistive technology, and their interactions,
- assessing UM's progress around digital accessibility,
- advocating for accessible technology at UM, and
- reporting annually to the faculty and staff senates and ASUM.

Other key partners in supporting electronic and information technology accessibility include UMLearn, Accessible Technology Services (ATS), a unit of UM IT, and OOLD. These units ensure barrier-free access to digital resources for students and employees.

- [UMOnline](#) is committed to ensuring barrier-free access to online learning and UM's learning management system, Moodle. Their team of instructional designers supports faculty and staff who develop content within the LMS, using universal design principles for learning and digital inclusion. The UMOline team encourages users to contact them if and when they encounter barriers. They also work with vendors to continuously improve their accessibility capacity.
- [ATS](#) supports students and employees in creating and using accessible web, media, documents, course materials, education, assistive technology, and electronic and information technology resources. The services ATS provides include video and audio captioning, accessible alternative text formatting, software and hardware accessibility review, document review for accessibility, and assistance with technologies such as JAWS (screen reading), Read&Write Orbit Note and Glean notetaking software.
- OOLD features resources on digital accessibility and regularly partners with UMOline to offer training on best practices in electronic accessibility for faculty and staff.

CYBERSECURITY

The University's Cisco routers are all BCP38 (network ingress filtering) compliant, and UM actively uses these capabilities in both its routers and firewalls. UM is in the process of tripling its firewall capacity.

UM IT's [Information Security Office](#) monitors UM's technology environment to protect University data and resources, as well as students and employees from cyber threat and compromise. The office responds to incidents related to misuse or abuse of IT resources. It offers KnowBe4 cybersecurity training, required for all UM employees, as well as VPN access for vetted individuals, multifactor authentication, monitoring of copyright and peer-to-peer sharing, and spam/phishing awareness and reporting.

A comprehensive UM IT disaster preparedness plan is in development. The plan will identify an off-site disaster recovery location with adequate bandwidth and resources. UM IT is partnering with affiliates to provide redundancy between physical campuses located in Missoula, Helena, Butte, and Dillon. Along with the physical improvements, UM IT is augmenting shift coverage of UM's data centers to ensure continuous human oversight of key computational assets.

COMPUTER INFRASTRUCTURE

UM IT operates and maintains data centers and computer laboratories in support of UM's academic and research mission. Additionally, UM IT deploys and maintains end-user computers and related hardware supporting operational functions, academic units and programs. Examples of UM's computer infrastructure include:

- Data centers – UM's modular data center houses administrative, academic, and research computing. Its SS data center provides additional computing and storage capacity as well as redundancy for Banner implementations, web services, and mission critical data.

- Classroom technology – In support of teaching and learning, UM IT has spent several years installing and maintaining presentation systems in 128 campus classrooms to support teaching and learning. Thirty-plus additional audio/video enhanced rooms are also supported by IT staff.
- Computer laboratories – UM IT operates and maintains 10 computer-equipped classrooms, supports the many specialized departmental computer labs located in every college on campus, and supports computer spaces within the Mansfield Libraries.
- Employee computers – UM IT manages the procurement, set-up, maintenance, and support of faculty and staff new computer rollouts. Approximately 25% of faculty members receive new computers each year. Staff and graduate student computer needs are handled on case-by-case basis.

NETWORK INFRASTRUCTURE

UM IT manages and maintains UM’s entire network infrastructure which includes Internet2 connectivity for incoming and outgoing traffic, the core network, a research network, and wireless network.

TELECOMMUNICATIONS

IT provides digital telephone services across campus with a local private branch exchange and existing telephone infrastructure, allowing for individual telephone numbers without extensions for all offices, classrooms, and dorms. The current system, a traditional time-division multiplexing type system, is undergoing progressive upgrades in view of a future transition to voice-over internet protocol technology.

ENTERPRISE SOFTWARE

UM IT staff research, acquire, install, test, and support the many software packages used for managing campus operations as well as teaching and learning. Administrative packages include Banner 9, Slate, TeamDynamix, Tableau, DocuSign, and Submittable. Productivity packages include MS Office and Office 365, MS Teams, and Zoom. Teaching and learning packages include ArcGIS, SPSS, Stata, NVivo, and Moodle.

ADDITIONAL INFRASTRUCTURE AND SERVICES

UM IT provides additional infrastructure and service items to support and enhance computer and cyber infrastructure, including:

- Performance monitoring – UM IT currently uses a variety of commercial and open-source tools for network and server performance and security monitoring. An effort is underway to reduce the number of tools in use while improving the data that is available to system and network administrators.
- Science DMZ – Through a grant (NSF proposal CC* Networking Infrastructure: Deploying a Science DMZ to Advance Research at the University of Montana), UM IT has acquired the hardware for a Science DMZ. Once implemented, the UM research community will have access to an unimpeded network that allows high-speed data transfers.
- Online learning services – Through ongoing standardization of classroom technology, IT and Academic Affairs have partnered to provide a consistent look and feel for online course components. Currently, UM offers online learning supplements, or shells,

and distance education through its learning management system, Moodle. Distance education is coordinated by UMOOnline; online course shells are populated via feeds from Banner.

In an effort to design, build, and maintain an optimal cyberinfrastructure, UM IT leaders conduct ongoing technological infrastructure planning. They seek input from the campus end-user community and IT support staff. This input helps identify and prioritize IT investments, discover opportunities for improvement, build efficiencies within IT, and establish a culture of trust among providers and users of UM IT services.

REQUESTED EVIDENCE

Facilities master plan, including:

Equipment replacement policies/procedures

[Campus master plans](#)

[Facilities Services policies and procedures](#)

[UM policy 1004 Building construction, renovation, repair, remodeling and maintenance](#)

[Business Services property management procedures](#)

Procedures for assessing sufficiency of physical facilities

[State of Montana Long-range Building Program](#)

[MUS Long-range building program](#)

Policies and procedures for ensuring accessible, safe, and secure facilities

[Asbestos at UM webpage](#)

[Facilities and security policies and procedures](#)

Policies/procedures for the use, storage, and disposal of hazardous waste

[Procedures for use, storage, and disposal of hazardous, radioactive, and biohazardous materials](#)

Technology master plan and planning processes

[UM IT strategic plan](#)

[IT classroom technology plan](#)

SUPPLEMENTAL EVIDENCE

[Facilities improvement survey results](#)

[Campus communication re: annual security and fire safety report](#)

4. MOVING FORWARD

The institution must provide its reflections on any additional efforts or initiatives it plans on undertaking as it prepares for the Year Seven Evaluation of Institutional Effectiveness Report.

We look forward to the Year Seven Evaluation of Institutional Effectiveness (EIE) Report as an opportunity to tell UM's story, highlighting successes and addressing challenges. We are confident that OSPI's facilitation of institutional initiatives will bolster institutional assessment efforts and strengthen our capacity for mission fulfillment and institutional effectiveness. UM's use of the PFAs to maintain focus on institutional goals and progress towards them continues to evolve. Planning for next year is focused on cross-cutting

initiatives that will advance progress on several PFAs and ensure our goals are supported across campus units and constituents, rather than limited within silos.

The University continuously monitors national and regional trends and expectations to remain current with the needs of students, their communities, our state and the region. In 2020-2021, the University Design Team focused on positioning UM for long-term success and impact. By focusing on learner demographics, the financial viability of higher education, new ways of learning, and workforce needs, the team set forth a set of strategic initiatives and design principles for UM's future. UM leaders are using external indicators such as market research and labor projections to inform strategic directions at the University.

UM's Faculty Senate is deeply engaged in the review and assessment of UM's general education and writing courses. Program assessment work and curriculum mapping are ongoing. The Assessment Advisory Committee, currently reviewing academic program assessment reports, is developing recommendations for enhancing future program assessments. Overall, UM continues to actively foster a culture of assessment and continuous improvement related to student learning. UM's retention, persistence and completion rates are improving, a result of multiple strategies carried out by staff in units across academic affairs and student success and campus life.

UM conducts the National Survey Engagement every four years. Last year, the Beginning College Survey of Student Engagement was simultaneously administered. UM is comparing results of the two surveys to understand the student experience in new ways, and design relevant and immediate supports for students in both the academic affairs and student success and campus life sectors.

The UAAC has identified peer institutions for comparison purposes. UM's data team has built and continues to enhance dashboards showing indicators of student achievement based on disaggregated categories that are institutionally meaningful. UM is benchmarking student data against those of our peer institutions to better understand our current state and clearly articulate and implement our support for student achievement in the future. Efforts are underway to ensure students have access to key resources for learning and research within UM's Mansfield Libraries, for example. These include elimination of library fines and enhanced digital and physical accessibility for all library users.

The foundations for a meaningful and constructive Year Seven EIE Report have been established and show promise. We are grateful for the opportunity to submit this report as a step toward a productive self-study and evaluation next year.

5. ADDENDUMS – (WHERE APPLICABLE)

Institutions which have been asked to address prior recommendations or which have been asked to address any transitional efforts to the 2020 Standards may be included in an Addendums section. Additionally, institutions must include financial statements and certified audit reports.

Not applicable.