**MONTANA UNIVERSITY SYSTEM**

**Mission Review**

**of**

**The University of Montana—Missoula**

**January 2010**

**Memorandum of Understanding, 2010-2015**

This document serves as a Memorandum of Understanding between the Montana Board of Regents, the Montana University System, and The University of Montana—Missoula and as such depicts the University’s scope, characteristics, and System and State contributions. This agreement helps guide the System and the University with regard to strategic directions that build on distinctive strengths and the leadership role that UM exercises for its affiliated campuses and the Montana University System.

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Stephen Barrett, Chair Date

Montana Board of Regents

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Sheila M. Stearns, Commissioner of Higher Education Date

Montana University System

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George M. Dennison, President Date

The University of Montana

**MISSION STATEMENT**

*The University of Montana-Missoula pursues academic excellence as indicated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. Through its graduates, the University also seeks to educate competent and humane professionals and informed, ethical, and engaged citizens of local and global communities. Through its programs and the activities of faculty, staff, and students, The University of Montana-Missoula provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation, and world*. (Revised 2008)

1. **INSTITUTIONAL CHARACTERISTICS**
	1. **Profile:** The University of Montana~~-~~Missoula(UM), one of two doctoral research universities in the State of Montana and the lead campus of four affiliated campuses, has for more than a century sustained the liberal arts tradition in Montana as the foundation for undergraduate, professional, and graduate education. Breadth of programming and a liberal arts foundation for all university education foster the critical thinking and interdisciplinary problem-solving skills needed by 21st Century citizens. Located in the second largest but most diverse urban center in the State, UM flourishes in a setting that combines international cosmopolitanism, cultural diversity, social awareness, natural wilderness, and scenic beauty. Those characteristics, combined with a world-class faculty and a well-trained and service-oriented staff, serve to distinguish UM within the State and beyond.
	2. **ROLE WITHIN THE MUS:** UM has the assigned mission as a graduate research university within the Montana University System, offering an array of academic programs from the Associate (in the College of Technology) through the Doctoral level. In addition, the University hosts the State’s only School of Law, College of Forestry and Conservation, School of Journalism, School of Public and Community Health Sciences, School of Social Work, Department of Communicative Sciences and Disorders, School of Pharmacy, School of Physical Therapy, Department of Biomedical and Pharmaceutical Sciences, School of Theatre and Dance, School of Media Arts, Department of Environmental Studies, and Creative Writing Program. UM extends administrative and related services, planning functions, and various other resources collaboratively to the other three campuses.

**Distinctive Characteristics & Strengths, NWCCU CORE THEMES, AND ACADEMIC STRATEGIC PLAN:** At the core of UM’s academic programming are the liberal arts. Critical thinking, understanding of the human condition and the natural world, and clear expression of thought form a solid foundation for the education of all students. Beyond that, there are several distinctive characteristics to UM.

**Distinctive Characteristics:** Capitalizing upon its setting in the northern Rocky Mountains, the University has developed world-class programs related to the environment, including Wildlife Biology, Environmental Studies, Ecology, Forestry and Conservation, Environmental Journalism, Wilderness and Society, Climate Change, and Environmental Health. The academic programs thrive in the natural setting and have access to significant resources because of UM’s Forest and Conservation Experiment Station, Lubrecht Experimental Forest, Yellow Bay Biological Station, and Bandy Ranch, in addition to the US Forest Service facilities and lands.

 Human health and development is a focus area reflected in biomedical sciences, pharmaceutical sciences, medicinal chemistry, pharmacy, physical therapy, public health, allied health, social work, medical technology, communicative sciences, clinical psychology, nursing, and health and human performance. These programs benefit synergistically from the biotechnology firms and labs in the region and the robust Missoula medical and health services industry. Four institutes established and operated collaboratively by UM and St. Patrick Hospital and Health Sciences Center focus on cardiovascular science, neuroscience, cancer, and medicine and the humanities. UM also has active membership in the Health Information Exchange of Montana, a collaborative network of health and health education providers in northwestern and central Montana.

 UM, as a center for the arts and culture in Montana, nurtures artists, performers, and writers and has earned distinction for its programs in Creative Writing, Dance, Music, Theatre, The Montana Repertory Theatre, Media Arts, Anthropology, and Entertainment Management, with co-curricular student involvement through UM Productions and other student groups. UM’s Osher Lifelong Learning Institute, supported by an endowment from the Osher Foundation, offers an array of courses in three terms annually for seniors in the Missoula area. The Montana Museum of Art and Culture contains a large collection of art and Indian artifacts open to the public. Relying on assistance from the private sector and all twelve Tribes in Montana, the University has the nation’s first Native American Center on a campus. The University hosts a broad array of language programs, including indigenous languages and those languages defined as “critical” by the National Security Education Board. Students study world cultures through academic programs, special institutes, and approximately 100 robust student and faculty exchange agreements. Undergraduate and graduate study and research by UM students and faculty occurs on every continent of the world, while The Maureen and Mike Mansfield Center and the Central and Southwestern Asia Program emphasize the strategic importance of Asia.

 Societal needs require UM’s strong programs in the business sector, the development of educators, the preparation of lawyers ready for practice, the engagement of students beyond the campus, and the articulation of new programs responsive to the challenges and demands of the local, national, and global communities. The Bureau of Business and Economic Research, along with the O’Connor Center for the Rocky Mountain West, identify and analyze the unique challenges and problems affecting the region; the Center for Natural Resources and Environmental Policy provides alternative dispute resolution services and scientific, technical, legal, and policy studies focused on natural and renewable resources; the Montana World Trade Center connects local businesses to world markets; and the Phyllis J. Washington Education Center hosts the Montana Virtual High School Academy.

 UM’s emphasis on student engagement, through both formal programming and informal initiatives, has earned the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching, and has also resulted in listing on the national President’s Higher Education Community Service Honor Roll. UM also hosts the Montana Campus Compact and ranks among the most active in the nation for producing Peace Corps volunteers. The National Conference on Undergraduate Research returns to UM in 2010. Active student, staff, and faculty involvement in issues of critical societal importance such as climate change and sustainability has earned international recognition and UM maintains award-winning athletics and recreational programs. Finally, UM draws distinction from the programming and resources provided through the Davidson Honors College, the Maureen and Mike Mansfield Library, Continuing Education, and its information technology (IT) infrastructure and services.

**NWCCU Core Themes:** UM has tentatively identified the following “core themes” to meet NWCCU requirements.

1. Engagement From the Rockies to the World: Civic engagement and service learning, international opportunities, and a discovery-based and exploratory undergraduate curriculum.
2. Research and Creative Scholarship: Across all degree levels and disciplines, with an increasing focus on interdisciplinary problems.
3. Programmatic Breadth: Two-Year to Doctoral Education for the 21st Century.
4. Vibrant and Balanced Student Experience: Blending academics, athletics, social and personal development, and leadership opportunities.

**Academic Strategic Planning:** UM’s Academic Strategic Plan identifies six initiatives:

1. Cultivate Learning and Discovery in Undergraduate Education
2. Cultivate Learning and Discovery at the Graduate Level
3. Create a Coherent Vision for Research and Creative Scholarship
4. Build Community through Engagement and Outreach
5. Embrace Diversity and International Involvement
6. Improve the Work Environment
	1. **PEER INSTITUTIONS:** UM has identified a set of regional peer institutions (see Appendix A) with similar profiles, and collects data for institutional comparisons of such basic features as tuition rates, expenditure levels by category, student-faculty and faculty-staff ratios, and the like. Where relevant, UM conducts other institutional comparisons relying on data and information from the member universities of the Association of Public and Land-grant Universities (APLU) and draws upon national studies conducted by professional associations and other institutions such as the CUPA-HR salary studies and the Delaware Study (NSICP) to benchmark instructional costs, productivity, salaries, and sources of revenue.
7. **ACADEMIC PROFILE**

**2.1 ACADEMIC PROGRAMS**

**Program Array:** The University offers multiple programs at the respective degree levels:

|  |  |
| --- | --- |
| * Certificate:
 | 25 |
| * Associate:
 | 19 |
| * Bachelor (including 16 professional degrees):
 | 64 |
| * Master (including 14 professional degrees):
 | 58 |
| * Specialist:
 | 4 |
| * Doctoral\* (including 6 professional degrees):
 | 22 |

\*Appendix B4 lists all doctoral programs at UM and MSU.

MSU and UM have the Carnegie classification as Doctoral-Research universities. The two institutions have a similar number of doctoral programs, some supported jointly and all coordinated, thereby assuring complementarity, rather than duplication, because of faculty expertise and programmatic emphases. Thus, both campuses have distinctive programs in History, Chemistry, Biological Sciences, Geoscience/Earth Science, Mathematics, Neuroscience, Education, and Wildlife Biology. Periodic program reviews ensure sufficient demand and enrollment.  At the undergraduate level, commonality exists in many areas because of the necessity of a broad foundation in the basic arts and sciences, education, and business for the development of informed and productive citizens and preparation, for those who choose further study, for graduate education and research.

**General Education Program:** UM’s General Education Program identifies 11 areas, including competency requirements – English writing, mathematics, and modern and classical languages or symbolic systems – and an additional eight broadening “perspectives.” An ongoing faculty discussion focused on “Design of the Undergraduate Curriculum” seeks to develop and implement a more contextual education characterized by interdisciplinary integration and an action-oriented undergraduate experience.

**Class Size and Student-Faculty Ratios:**

Fall Semester 2008:

* Average Class Size:
	+ Lower division: 32
	+ Upper division: 22
	+ Graduate: 13
* Undergraduate student to faculty ratio (excluding TAs): 19 to 1
* Undergraduate student to faculty ratio (including TAs): 16 to 1
* Average organized class sections per faculty FTE: 3.2

**2.2 TECHNOLOGY AND INSTRUCTION:** UM’s burgeoning on-line course offerings consist of more than 500 course sections and approximately 3,500 course registrations, with the number increasing rapidly each semester because of an active faculty development and assistance program. “Blended” courses have become even more common, balancing face-to-face instruction with on-line interaction. Faculty use a learning management system (LMS), even for traditional courses. UM has in progress a 1) multi-year plan to upgrade classroom technology to ensure that 100% of classrooms have a standard technology package, and 2) a process to acquire a standard LMS for all four campuses.

**2.3 ALTERNATIVE SCHEDULING:** UM hasimplemented alternative scheduling or delivery through several mechanisms, including on-line instruction supporting asynchronous learning anytime, anywhere. The Phyllis J. Washington College of Education and Human Sciences provides doctoral education in a weekend format, supplemented with electronic interaction, to cohorts of 15-20 candidates. The School of Business Administration has its traditional class schedule on a four-day week to allow executive education on weekends. The College of Technology offers non-credit workforce options (i.e., Certified Nursing Assistant, Diesel Mechanics, and Heavy Equipment Operations, among others) in a short-course, intensive format. The Bitterroot College Program delivered on site in Hamilton, largely in the evening, serves a heretofore largely unserved population. Finally, UM has under study a proposal to move to a four-day class schedule for energy savings and to reduce its carbon footprint.

1. **STUDENTS**
	1. **Student Characteristics AND STUDENT SERVICES:** Appendix C1 presents a profile of UM students, predominantly Montana residents with women in the majority and with an average ACT score of 23 (Appendix C2). Approximately one-third of entering freshmen require developmental math or English or both. In addition to more than 2,000 first-time freshmen, nearly 1,000 transfer undergraduate students and 500 graduate students choose UM annually. UM provides a full complement of student services, including residence life, dining, clubs and organizations, advising, counseling, health, recreation and intramural sports, lectures, cultural events, tutoring, financial aid, and work-study opportunities.

**3.2 RETENTION AND GRADUATION RATES:** UM has implemented *Partnering for Student Success* with announced goals to raise retention and graduation rates to match those of the top quartile of public research institutions. (See Appendix C3 for recent trends). Inadequate academic preparation and financial hardship constitute the two major causes of attrition. Broad action, in collaboration with the P-12 system, to improve the rigor of high school education and to require a college preparatory curriculum will help mitigate attrition, and UM cooperates with public schools in Montana to achieve this goal. In addition, UM works to maintain affordability without compromising quality by supplementing State and federal aid with private and institutional support for students with need, including such successful programs as MPACT, Horatio Alger, Hamilton Foundation, Haynes Foundation, UM Foundation, Community Service, MUS Honors, Presidential Scholarship, and campus-based tuition assistance. In addition, more than 60 percent of the students work to support college.

**3.3 Student Satisfaction AND sTUDENT LEARNING:** The National Survey of Student Engagement (NSSE), administered biennially to UM students, provides rich information about students and programs, as indicated by the following excerpts:

* 90 percent of seniors would attend this institution if they started over again.
* 88 percent of seniors rated their entire educational experience as good or excellent.
* 85 percent of seniors found other students friendly or supportive.

 UM also conducts the Collegiate Learning Assessment (CLA) to evaluate student development in the areas of critical thinking, analytical reasoning, problem solving, and communication. The CLA results in 2006-2007 place UM nationally in the 8th decile of similar institutions, signifying that UM students perform better than at least 70 percent of four-year students nationally. At the department and program level, the faculty annually use embedded assessment tools to measure learning outcomes and analyze the results for quality assurance.

 To demonstrate writing proficiency and readiness to satisfy writing standards in upper division courses, students complete the UM Writing Proficiency Assessment (WPA). Scores from 2002 to 2009 demonstrate steady improvement in students’ writing abilities. Those who fail the WPA two times receive direct assistance.

**3.4 ENROLLMENT, TRENDS, PROJECTIONS, AND CHALLENGES:** UM has sustained record enrollments (Appendix C4), based on student headcount and full-time equivalent (FTE) students, on both the Mountain Campus and the College of Technology. The ratio of enrolled-to-admitted students (yield) increased in FY2009 for all categories except Western Undergraduate Exchange (WUE) students. From Fall 2004 to Fall 2007, UM registered relatively stable numbers of first-time freshmen coupled with slightly declining numbers of new transfer, graduate, and nondegree students. The number of new students increased dramatically in Fall 2008, led by a significant jump in first-time freshmen as UM attracted a larger share of a slightly smaller Montana high school graduating cohort. However, for Fall 2009 the nonresident yield declined, so UM adjusted its marketing and recruitment strategies.

**3.5 STUDENT FINANCES:** UM’s tuition, fees, room, board, and book allowance for a resident undergraduate student average $13,000 per year, with nonresidents at roughly $27,000. Rising tuition and eroding State support causes an ever-increasing gap between affordability and the available financial aid. Families cover the gap increasingly with federal loans; more than 1,000 more students secured loans during the last three years. Families with the greatest need have seen as much as a $1,000 drop in grant aid during these years. Montana residents have benefitted greatly from the CAP and other efforts to restrain tuition increases. Recent increases in Pell grants and loan availability have helped also. UM currently provides, from various sources, $120 million in student financial assistance. These support efforts help to explain burgeoning enrollments even during difficult financial times. A three-year trend indicates a steady increase in the average cumulative debt of UM students at graduation, rising from under $19,000 to more than $21,000. Nonetheless, and despite the aversion of many families to incur debt, a significant rate of return supports investment in higher education, even through loans.

1. **PUBLIC OUTREACH, RESEARCH, & TECHNOLOGY TRANSFER**

**4.1 Outreach programs:** UM hosts the Montana Campus Compact and also maintains an Office of Civic Engagement. The Montana Campus Compact includes 19 colleges and universities in the State and promotes community service, civic engagement, and service learning among students, faculty, and staff, with funding assistance from the Corporation for National and Community Service and other agencies through the Montana Commission for Community Service. Each year the President leads a series of outreach trips across Montana and outside the State to recruit new students and interact with parents and alumni.

 Other forms of outreach involve special programs and services on the campus, such as:

* The Spectrum Science Laboratory bringing “hands-on” science to K-12 students, teachers, and parents.
* The Bureau of Business and Economic Research providing economic forecasting for the State and local businesses.
* The School of Pharmacy contributing to the URx program and serving rural areas.
* The College of Forestry and Conservation offering consultation and team supervision during the fire season.

**4.2 Funded research program profile:** um has enhanced significantly its research and creative profile over the last 20 years, with substantial investment coming from sources other than State appropriations. Expenditures from extramural grants and contracts grew from $7 million in FY1990 to $68 million in FY2009 – an annual growth rate of roughly 8 percent – largely due to institutional investments in recruitment and start-up support for new faculty. Faculty researchers have increased steadily the number of submitted proposals over the last two decades, from around 300 in FY1990 to nearly 900 in FY2009. The major funding agencies include the National Institutes of Health, the National Science Foundation, the Department of Education, the Department of Defense, and several foundations. The number of scholarly peer-reviewed publications has also grown steadily*,* with the annual publication rate tripling over the last two decades. In addition, the quality and importance of the research has improved. For example, in the last five years, UM faculty published nearly 30 papers in the premier science journals *Science* and *Nature*. Importantly, many of the University’s top researchers also rank among the best teachers, winning awards for teaching as well as research.

**4.3 Inventions, patents, and spin-off companies**

* US patents issued (active) 32
* Active licenses 24
* Active licenses to Montana companies 18
* UM stimulated companies\* 8

 \*Examples include Bee Alert Technologies, Purity Systems, Inc., Aquila Vision, Visual

 Learning Systems, and Rivertop Renewables.

**4.4 Community engagement:** UM supports a full array of arts activities that ignite the intellect and spark new, creative ways of thinking and communicating. Each year,

* More than 42,000 people attend theater, music, dance, art, and media arts performances, exhibitions, and screenings on the UM campus.
* More than 6,700 public and private school K-12 students attend the College of Visual and Performing Arts special matinees, festivals, exhibitions, showcases, and clinics on the UM campus.
* More than 17,500 public and private school K-12 students in communities all over Montana and the Northwest receive educational outreach through programs such as The Montana Repertory Theatre’s Educational Outreach program, UM student music ensembles, and MODE and Co-Motion Dance programs.
* Over 30,000 audience members attend The Montana Repertory Theatre’s National Tour production in approximately 50 communities across the nation.
* The Media Arts Student Gallery Web site receives more than 20,000 hits each semester.
* Departments in the College of Visual and Performing Arts bring in more than 30 visiting artists to UM for lectures, performances, exhibitions, and master classes.

 Additionally, UM Grizzly athletic events remain the State’s most attended and highest grossing entertainment events each year. The Grizzly football team competes annually in the national championship playoffs, and attracts record crowds to Missoula on game-day. Additionally, UM provides ticketing services for approximately 150 events each year, with UM Intercollegiate Athletic events accounting for approximately 50 percent. These events occur in the Adams Center, Washington Grizzly Stadium, the University Theatre, and other venues throughout Western Montana. Finally, an active Alumni Lecture Series, the Presidential Lecture Series, and the Provost’s Distinguished Faculty Lecture Series together bring hundreds of Missoula-area citizens to campus annually.

**4.5 Special recognition:** In addition to the distinctive Carnegie classification cited in Section 1.3, UM appears annually on the national President’s Higher Education Community Honor Roll, ranks sixth among public Universities nationally for the graduation of Rhodes Scholars, and has graduated more Udall Scholars than any other public institution. Recognition of individual units include the School of Law’s recent designation by *The National Jurist* magazine as the 6th “best value” law school in the country; the Skaggs School of Pharmacy’s ranking as 9th highest funded pharmacy school in the nation by NIH research grants and contracts; recognition of the Phyllis J. Washington College of Education and Human Sciences, in collaboration with the College of Arts and Sciences, for providing one of only a few excellent mathematics education curricula; the School of Journalism’s typical annual domination of the Hearst Awards for print and broadcast journalists; the School of Business Administration’s annual ranking among the leading institutions in the country for candidate performance on the Public Accountancy examinations; the School of Music Opera Theatre’s recent award from the National Opera Association for “Best College Production;” the Wildlife Biology Program’s ranking among the top five in the world; and the Creative Writing Program’s ranking among the top ten in the country.

**4.6 Peer comparisons:** UM appears annually in the third tier of the *U.S. News and World Report* ranking of national public research Universities. The *Princeton Review* annually ranks the University as one of the best 360 colleges and universities in the country. Various publications describe the campus as one of the most scenic in the world, and others provide accolades for its recreational setting and activities. As indicated earlier, results from the CLA place the University in the 8th decile.

1. **SYSTEM COLLABORATION**

**5.1 COLLABORATION WITH K-12 AND WORKFORCE TRAINING:** In collaboration with OCHE, OPI, and the Governor’s Office, UM conducted a pilot study to determine the feasibility of adopting a statewide electronic transcript protocol, involving three other higher education institutions, five high schools, and the National Transcript Center. The project incorporated data for 100 students from the participating high schools to the participating higher education institutions. UM actively collaborates with Missoula County Public Schools (MCPS), co-sponsoring the Missoula Area Educational Summit in November 2009 to identify the educational services necessary to foster economic, social, and cultural development in the Missoula area. Together, UM and MCPS developed and deliver active professional development academies for K-12 teachers in math and science, with other Academies in planning. In addition, the President and Superintendent launched “Graduation Matters Missoula,” involving the entire community in the effort to reduce the high school drop-out rate.

 The Presidents of UM and MSU convened and continue to lead the Montana Math and Science Teacher Initiative to ensure more and better-prepared math and science teachers, with broad participation of the various stakeholders across the State. UM, through the Phyllis J. Washington College of Education and Human Sciences, has the lead role for the design, development, and implementation of the Virtual High School Academy using distance technology to deliver a full curriculum to high schools across the State. The UM College of Technology reaches out to unemployed workers, for example those affected by the recent closures of the Stimson Lumber and the Smurfit-Stone plants.

**5.2 pROGRAM PARTNERSHIPS:**

* + Surgical Technology A.A.S. (with MSU-Billings COT; and Montana Tech COT)
	+ Energy Technology A.A.S. (with DCC and FVCC)
	+ Fire and Rescue A.A.S. (with UM-Helena COT)
	+ 2+2 Social Work B.S.W. (with FVCC)
	+ 2+2 Engineering B.S. (with Montana Tech and MSU)
	+ Neuroscience, M.S. and Ph.D. (with Department of Cell Biology and Neuroscience, MSU)
	+ International Field Geosciences B.S. (with University College Cork in Ireland; and Potsdam University in Germany)
	+ Montana Medical Laboratory Science Training Program (with MSU)
	+ Master of Education (with UM-Western)
	+ Blackfeet Language Instruction (with Blackfeet Community College)
	+ Teacher Prep (with Salish Kootenai College)
	+ Bitterroot Valley Program (with all wishing to deliver courses)
	1. **Participation in System Initiatives:**
* Common Course Numbering
* Making Opportunity Affordable
* EPSCoR
* Strategic Planning
* Systems Integration
* Communication
* Advocacy

**5.4 Support for Campuses Affiliated with the University:** UM collaborates with the affiliate campuses in a variety of ways: A nationally advertised summer Counselor Tour bringing high school and independent counselors from across the country to visit UM, Carroll College, Montana Tech, and MSU; with UM-Western, Montana Tech, and UM-Helena COT on receptions for high school counselors at the National Association of Collegiate Admissions Counselors Conferences; cross-pledging of revenues and collaborative debt management to allow bond issues for much needed construction on all campuses; implementation of a common legacy system (BANNER) for all four campuses, with the student module remaining local; and fund transfers from Missoula to the other three campuses to ensure financial and programmatic viability. Currently, UM has in progress a network and systems project to provide more reliable data links among the campuses, integrate the student module of BANNER, provide for remote back-up and support for all data, ensure redundancy by locating servers in at least two locations (Missoula and Butte, with the remote back-up in Miles City), and acquire a common LMS for all four campuses.

**5.5 Support/Collaboration with other campuses (CCs, Tribal Colleges, other):** UM hosts an annual meeting focusing on collaboration with the Tribal Colleges and higher education representatives in the State of Montana. In addition, UM has dual admissions agreements with the Tribal Colleges and selected Montana and Wyoming Community Colleges to promote the successful transfer of students. Finally, as listed earlier, UM has 2+2 agreements with FVCC (SW) and Montana Tech of The University of Montana and MSU-Bozeman (Engineering).

**APPENDIX A: INSTITUTIONAL CHARACTERISTICS**

**PEER INSTITUTIONS**

* Montana State University –Bozeman
* Northern Arizona University
* Boise State University
* Idaho State University
* University of Idaho
* University of Nevada, Las Vegas
* University of Nevada, Reno
* New Mexico State University
* North Dakota State University
* University of North Dakota
* Oregon State University
* Portland State University
* University of Oregon
* Utah State University
* Eastern Washington University
* University of Washington
* Washington State University
* Western Washington University
* University of Wyoming

**OPERATING BUDGET**

UM remains one of the lowest-cost doctoral universities in the country, but has nonetheless made improvements. Expenditures per student FTE have grown faster than the national averages over the past decade. Strategic budget allocations have enabled the University to make prudent investments in critical academic programs and key faculty positions, facilitating growth in sponsored research, continued gains in market share of enrolling Montana graduating high school seniors, and national competitiveness for nonresident students.

**APPENDIX B: ACADEMIC PROFILE**

**APPENDIX B1: UNDERGRADUATE DEGREE RECIPIENTS BY COLLEGE, 2008-09\***

|  |  |  |
| --- | --- | --- |
| **College/Department** | # | % |
| College of Arts and Sciences | 897 | 43% |
| College of Education and Human Sciences | 169 | 8% |
| College of Forestry and Conservation | 124 | 6% |
| College of Health Professions and Biomedical Sciences | 111 | 5% |
| College of Technology | 248 | 12% |
| College of Visual and Performing Arts | 99 | 5% |
| School of Journalism | 73 | 4% |
| School of Business Administration | 349 | 17% |
| **Total** | **2,070** | **100%** |

 \* Preliminary and NOT official

**APPENDIX B2: GRADUATE DEGREE RECIPIENTS BY COLLEGE, 2008-09\***

|  |  |  |
| --- | --- | --- |
| **College/Department** | # | % |
| College of Arts and Sciences | 252 | 36% |
| College of Education and Human Sciences | 106 | 15% |
| College of Forestry and Conservation | 31 | 4% |
| College of Health Professions and Biomedical Sciences | 109 | 16% |
| College of Visual and Performing Arts | 38 | 5% |
| School of Journalism | 8 | 1% |
| School of Business Administration | 74 | 11% |
| School of Law | 76 | 11% |
| **Total** | **694** | **100%** |

 \*Preliminary and NOT official

**APPENDIX B3: FACULTY CHARACTERISTICS AND PRODUCTIVITY**

***Counts***

***exclude***

 ***Contract Administrators and Library staff***

***with Faculty rank, Postdocs, and Sabb repl***

FT

PT

Total

FT

PT

Total

**University of Montana - Missoula (total)**

Total faculty

593

271

864

100%

100%

100%

Nonresident alien (international)

28

14

42

5%

5%

5%

Minorities

72

27

99

12%

10%

11%

Women

219

141

360

37%

52%

42%

Men

374

130

504

63%

48%

58%

Tenure status

593

271

864

Tenured (CT)

332

12

344

56%

4%

40%

Tenure track (PT)

164

7

171

28%

3%

20%

Nontenurable (NT)

97

252

349

16%

93%

40%

Rank

593

271

864

Professor

226

25

251

38%

9%

29%

Associate Professor

134

16

150

23%

6%

17%

Assistant Professor

151

63

214

25%

23%

25%

Instructor / Educator (COT)

65

159

224

11%

59%

26%

Lecturer

17

8

25

3%

3%

3%

Total full-time equivalent (FTE)

593

100

693

86%

14%

100%

Have doctorate, FP, or other terminal degree

490

102

592

83%

38%

69%

Highest degree is Doctorate (PhD, EdD)

412

67

479

69%

25%

55%

Highest degree is Juris Doctor

*(FP degree)*

25

12

37

4%

4%

4%

Highest degree is PharmD

*(FP degree)*

9

1

10

2%

0%

1%

Terminal master's or other terminal degree

44

22

66

7%

8%

8%

Headcount

All Faculty (Instructional and Other)

Percentage of Total

The Delaware Study rests on a national comparison of educational resources per student by discipline. The data show that with the exception of Law and Journalism, the Colleges and Schools spend significantly less per student than comparable institutions. The University makes periodic internal resource adjustments based on analysis of the Delaware study data. Another national study, the Delta Project, identified Montana’s research universities as the lowest funded per student basis of all similar institutions in the fifty states.

**APPENDIX B4: DOCTORAL PROGRAMS AT UM AND MSU**

|  |  |  |  |
| --- | --- | --- | --- |
| **The University of Montana** |  | **Montana State University** |  |
| Program | Degree | Program | Degree |
|  |  |  |  |
| Anthropology | Ph.D. | Animal & Range Science | Ph.D. |
| Integrative Microbiol & Biochem | Ph.D. | Biological Sciences | Ph.D. |
| Organismal Biology & Ecology | Ph.D. | Neuroscience | Ph.D. |
| Neuroscience | Ph.D. | Engineering (multiple options) | Ph.D. |
| Biomedical Sciences | Ph.D. | Biochemistry | Ph.D. |
| Toxicology | Ph.D. | Chemistry | Ph.D. |
| Biochemistry and Biophysics | Ph.D. | Computer Science | Ph.D. |
| Chemistry | Ph.D. | Earth Sciences | Ph.D. |
| Forestry | Ph.D. | Fish & Wildlife Biology | Ph.D. |
| Geology | Ph.D. | Ecology & Environmental Sciences | Ph.D. |
| History | Ph.D. | History | Ph.D. |
| Interdisciplinary Studies | Ph.D. | Mathematics | Ph.D. |
| Mathematics | Ph.D. | Statistics | Ph.D. |
| Psychology | Ph.D. | Microbiology | Ph.D. |
| Fish & Wildlife Biology | Ph.D. | Physics | Ph.D. |
| Curriculum & Instruction | Ed.D. | Plant Science | Ph.D. |
| Counselor Education & Supervision | Ed.D. | Veterinary Molecular Biology | Ph.D. |
| Educational Leadership | Ed.D. | Education | Ed.D. |
| Medicinal Chemistry | Ph.D. | American Studies | Ph.D. |
| Pharmacy | Pharm.D. |  |  |
| Physical Therapy | D.P.T. |  |  |
| Law | J.D. |  |  |

**APPENDIX C: STUDENTS**

**APPENDIX C1: STUDENT BODY DESCRIPTION**

|  |
| --- |
| **Fall Semester 2008** |
|  |  | Headcount | % |  |  | Headcount | % |
| Gender |  |  | Ethnicity |  |  |
|  | Men | 6,488 | 46% |  | Caucasian | 11,648 | 82% |
|  | Women | 7,719 | 54% |  | Minority | 1,076 | 8% |
|  |  |  |  |  | Other | 167 | 1% |
| Residency |  |  |  | Foreign | 430 | 3% |
|  | Resident | 10,711 | 75% |  | Not Reported | 886 | 6% |
|  | Nonresident | 2,867 | 20% |  |  |  |  |
|  | WUE | 629 | 4% | Age |  |  |
|  |  |  |  |  | Less than 25 | 9,890 | 70% |
| Academic Level |  |  |  | Older than 25 | 4,317 | 30% |
|  | COT | 1,641 | 12% |  |  |  |  |
|  | Undergraduate | 10,067 | 71% | Attendance |  |  |
|  | Post-Bacc | 713 | 5% |  | Full Time | 11,322 | 80% |
|  | Graduate | 1,786 | 13% |  | Part Time | 2,885 | 20% |
|  |  |  |  |  |  |  |  |

**APPENDIX C2: FRESHMAN ACT SCORES**

**APPENDIX C3: RETENTION RATES AND GRADUATION RATES**

Retention & Graduation Rate of First-time, Full-time Freshmen

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2004** | **2005** | **2006** | **2007** | **2008** |
| Fall to Fall Retention Rate  | 69.5% | 69.8% | 72.1% | 71.7% | 71.5% |
| Six year Graduation Rate | 44.0% | 44.0% | 42.3% | 43.2% | 41.9% |

**APPENDIX C4: student FTE BY RESIDENCY AND LEVEL**

Student FTE by Residency & Level

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | **FY 2005** | **FY 2006** | **FY 2007** | **FY 2008** | **FY 2009** |
| Resident Total  | 8,956 | 8,900 | 9,019 | 9,260 | 9,641 |
|  Undergraduates | 7,841 | 7,776 | 7,879 | 8,057 | 8,426 |
|  Graduates | 1,115 | 1,124 | 1,140 | 1,203 | 1,215 |
| Non-resident Total | 2,993 | 3,083 | 3,121 | 3,176 | 3,143 |
|  Undergraduates | 1,921 | 1,937 | 1,925 | 1,910 | 1,995 |
|  WUE | 509 | 591 | 645 | 710 | 641 |
|  Graduates | 563 | 555 | 551 | 556 | 507 |
| Total FTE | 11,949 | 11,983 | 12,140 | 12,436 | 12,784 |

**APPENDIX C5: STUDENT HEADCOUNT BY NEW STUDENT STATUS**

Student Headcount by New Student Status

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | **Fall 2004** | **Fall 2005** | **Fall 2006** | **Fall 2007** | **Fall 2008** |
| First-time Freshmen  | 2,237 | 2,246 | 2,171 | 2,199 | 2,492 |
| New Transfer Students | 958 | 928 | 907 | 831 | 891 |
| First-time Graduate Student | 532 | 535 | 538 | 530 | 479 |
| First-time Non-degree | 215 | 176 | 240 | 214 | 188 |
| Total New Students  | 3,942 | 3,885 | 3,856 | 3,774 | 4,050 |

**APPENDIX C6: DEGREE AWARDED BY TYPE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   | **2003-04** | **2004-05** | **2005-06** | **2006-07** | **2007-08** | **2008-09\*** |
| Certificates | 37 | 51 | 76 | 129 | 147 | 138 |
| Associate Degrees  | 207 | 222 | 208 | 203 | 206 | 248 |
| Bachelor’s Degrees | 1,808 | 1,709 | 1,614 | 1,692 | 1,712 | 1,822 |
| Master’s Degrees | 473 | 461 | 478 | 468 | 465 | 476 |
| Doctoral Degrees | 38 | 77 | 72 | 77 | 85 | 75 |
| First Professional Degrees | 134 | 129 | 136 | 136 | 141 | 175 |

\*Preliminary and NOT official