



# YEAR THREE SELF-EVALUATION REPORT

Standard One: Mission, Core Themes, and Expectations  
Standard Two: Resources and Capacity



Submitted to  
The Northwest Commission on Colleges and Universities  
March 1, 2014

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# INTRODUCTION TO YEAR THREE REPORT



University of Montana four-year campus

Using the NWCCU guidelines for preparation of Year Three Self-Evaluation Reports, we present an institutional overview. The Preface provides a brief update on institutional changes since the 2011 Year One Report. The panel made three recommendations to the University following the Year One Report, specifically asking for designations of an acceptable level of performance for each objective indicator under each core theme, continued progress in developing learning assessment processes, and for continued attention to salary compression and facilities issues. These are also addressed in the Preface.

Chapter One comprises the Executive Summary of Eligibility Requirements 2 and 3 and updates to Standard 1.A Mission and Standard 1.B Core Themes. The University of Montana has established five core themes, four of which reflect the Essential Values of the University and a fifth that provides a planning and resource allocation process for mission priorities.

Chapter Two addresses Resources and Capacity of the University to fulfill its mission. It includes an Executive Summary of Eligibility Requirements 4 through 21 and addresses Standards 2.A through 2.G along with the Conclusion to the Year Three Report. The basic institutional data form is appended.

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# INSTITUTIONAL OVERVIEW

The University of Montana was chartered in 1893 with the essential purpose of providing the “best and most efficient manner of imparting... a liberal education and thorough knowledge of the different branches of literature, science, and the arts.” Over 120 years later, the University of Montana is a state university dedicated to providing quality undergraduate and graduate educational programs and experiences that emphasize the acquisition and creation of knowledge, critical thinking, personal and social responsibility and integrative problem solving. In addition, as a doctoral research university, the University of Montana is recognized for basic and applied research, creative scholarship and outreach activities serving Montana, the nation and the world. Under the Constitution of Montana, the Montana University System (MUS) is governed by an autonomous board of regents, appointed by the governor, and administered by a commissioner of higher education. In 1994, the MUS was reorganized into two divisions: the University of Montana, with the flagship campus in Missoula; and Montana State University, with the flagship campus in Bozeman. The University of Montana is an affiliation of independently accredited institutions:

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

Although the four campuses are administratively one University affiliation, each retains its own distinctive mission, academic programs, procedures, standards and accreditation. The scope of this report is limited to the activities of the University of Montana flagship institution in Missoula, including Missoula College.



The Missoula Valley

Located in the second-largest and 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. At the University, breadth of programming and a solid interdisciplinary foundation foster the critical thinking and integrative problem solving skills required by 21<sup>st</sup> century citizens. Capitalizing on its proximity to the northern Rocky Mountains, the University has developed world-class programs related to the environment. Human health and development provide primary emphases in biomedical sciences and related programs. As a major center for the arts and culture in Montana, UM nurtures artists, performers and writers. Students study a rich array of cultures through academic programs, special institutes and 92 student/faculty international exchange agreements. The University of Montana is further committed to meeting societal needs through strong programs in business, forestry, education, journalism, the arts, health professions and law. It takes pride in the engagement of its students beyond the campuses. Indeed, the articulation of new programs responsive to the challenges and demands of local, national and global communities continues to set UM apart. It maintains an Office for Civic Engagement and is home to the Montana Campus Compact, part of a national coalition dedicated to promoting community service,



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civic engagement and service learning in higher education. UM's emphasis on student engagement earned it the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching in 2008, as well as a listing on the national President's Higher Education Community Service Honor Roll. UM has significantly enhanced its research and creative profile over the last 25 years, with substantial investment coming from sources other than state appropriations. The UM Foundation works with the University to develop private resources for the campus, employees and students. The University's many outreach activities provide a great resource to the state and community and include athletic events, art events and tours, partnerships with state, regional, and tribal agencies and involvement with K-12 education.

Enrollment at the University reached more than 15,000 students in 2010-2011, with fall 2013 enrollment at 14,525. Undergraduate headcount was 9,787 on the 4-year campus, 2,271 at the graduate level, and 2,467 in two-year and/or certificate programs. Of incoming UM students, more than 70% are Montana residents, a slim majority are women and the average ACT score is 23.7. The number of entering freshmen that require developmental math, English or both is decreasing as the University works with the K-12 system in Montana to improve preparation of future applicants. In 2013, 1,917 baccalaureate, 499 master's, 49 research doctoral, and 297 professional doctoral degrees were conferred. The Lumina Foundation's Delta Cost Project repeatedly shows UM to be among the most cost-efficient public research universities nationally. UM's level of expenditure per student is among the lowest in the nation for flagship universities and is lower than the average for WICHE (Western Interstate Commission for Higher Education) states. In response, UM plans and allocates resources in a proactive and participative process, allowing for resource management critical to the University's ongoing success. As enrollment increased, the University hired additional faculty, increasing from 734 in 2005 to 852 in 2013. While the number of new freshmen has declined recently, leading to budget reductions in many areas, new student recruitment initiatives are underway. Over 330,000 square feet of space have been added to campus facilities for academic and research use, an increase of approximately 14% since 2000. Research programs have grown by a compound annual rate of 9.5% since 1990. UM also provides an array of student services, including residence life programming, dining, student clubs and organizations, advising, counseling, recreation and intramural sports, Grizzly Athletics, lectures, cultural events, tutoring, financial aid and work-study opportunities.

The University of Montana is led by President Royce C. Engstrom. His executive leadership team, the Council of Vice Presidents, includes vice presidents for academic affairs (provost), administration and finance, student affairs, research and creative scholarship and integrated communications. All vice presidents also sit on the President's Cabinet, bringing a shared vision to the responsibilities and endeavors that characterize the institution, promoting collaboration and support among the sectors and advancing the goals and outcomes of UM both internally and externally.

In the past five years, the University has made significant progress in its planning processes. President Engstrom has built upon this foundation to formally implement new structures for planning, budgeting, implementing and assessing progress toward mission fulfillment. This major new initiative is called the Planning-Assessment Continuum, and is one of the University's core themes. The committees charged with the planning, budgeting, implementation, and assessment functions were involved in the preparation of this report, and include members of the faculty, along with staff, students, and administrators.

This Year Three Report contains a brief update on institutional changes since 2011, responses to the recommendations made by the Commission upon review of the Year One Report and an update of the Year One Report regarding mission, core themes and expectations. The remainder of the Year Three Report outlines the resources and capacity to demonstrate the University's potential to fulfill the mission, accomplish the core theme objectives and achieve the intended outcomes of our programs and services.

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# PREFACE

The following progress report is submitted on behalf of the University of Montana and has been written in response to the three recommendations provided by NWCCU in response to the Year One Self-Evaluation Report.

## INSTITUTIONAL CHANGES

On October 15, 2010, Dr. Royce C. Engstrom was appointed president of the University of Montana. Under President Engstrom's leadership (first as provost from 2007-2010), the University initiated the Partnering for Student Success retention plan and strategic plans across the sectors (e.g., Academic Affairs, Student Affairs, Information Technology). A new University-wide strategic plan was adopted in 2011, which incorporates the core themes submitted in the UM Year One Report as its Strategic Issues.

Additional changes in the administration since the Year One Report have occurred. At the cabinet level, Dr. Perry Brown, formerly dean of the college of forestry and conservation and then associate provost, became provost and vice president for academic affairs; Dr. Scott Whittenburg became vice president for research and creative scholarship; Peggy Kuhr, formerly dean of the school of journalism, is now vice president for integrated communications; Michael Reid was hired as the vice president for administration and finance; Lucy France, formerly equal opportunity and affirmative action director, became legal counsel; and Matthew Riley was hired as chief information officer. Shane Giese became president and CEO of the University of Montana Foundation. At the decanal level, Dr. James Burchfield became dean of the college of forestry and conservation; Dr. Shali Zhang became dean of libraries; Dr. Alexander Ross became dean of the graduate school; an interim registrar, Joseph Hickman, was appointed; and Denise Dowling was appointed the interim dean of the school of journalism. Oversight for Enrollment Services was shifted from the vice president for student affairs to the provost and vice president for academic affairs. Sharon O'Hare, formerly the assistant vice president for student success, was appointed associate vice president for enrollment and student success to improve coordination between activities aimed at admission and retention of students.

Since the submission of the Year One Report, a number of programs have been created, eliminated, or renamed, as chronologically outlined in the table that follows. Many of these new programs were created in response to student interest (e.g., Arabic studies minor), national and community level needs (e.g., teaching middle school mathematics), and in collaboration with other institutions (e.g., materials science).

Program	Created	Deleted	Renamed; Prior Name
Medical Anthropology Option (Anthropology BA)	x		
Liberal Studies minor	x		
2+2 Social Work Program with Flathead Valley Community College			School of Social Work, BSW Distance Program
Dance minor with specialization in Education	x		
Accounting Information Systems Certificate	x		
Chemistry, MA			Chemistry, MS
East Asian Studies, BA	x		
Systems Ecology, MS and PhD	x		

Program	Created	Deleted	Renamed; Prior Name
Middle School Mathematics, Teaching MA	x		
Range Resource Management Option (BS Forestry)		x	
Conservation Option (BS Resource Conservation)		x	
Arabic Studies, minor	x		
Global Public Health, minor	x		
Fire Sciences and Management minor	x		
Police Science AA	x		
Defense Critical Languages and Culture Program (Mansfield Center)	x		
Mental Health Counseling			Clinical Medical Health Counseling
Athletic Training, MAT (Health and Human Performance)	x		
Technology in Education Permissive Special Competency notation	x		
Business Education option			Business and Information Technology option
Interdisciplinary Geosciences option		x	
Digital Marketing Certificate	x		
Genetics and Evolution option (Biology)	x		
Cellular, Molecular, and Microbial Biology			Integrative Microbial & Biochemistry
Composition specialization			Composition/Music Technology
Health Information Technology Certificate (Missoula College)	x		
Energy Technology Certificate of Applied Science	x		
Experimental Psychology			Consolidated: Developmental and Animal Behavior options
Materials Science PhD (joint program with Montana Tech and Montana State University)			
General Science Teaching option (Physics and Astronomy)	x		
Network and Information Security certificate	x		
Cellular and Molecular Biology option			Cellular and Developmental Biology
Microbial Ecology option			Microbial Evolution and Ecology
Microbiology option			Microbiology and Immunology
Biochemistry option			Molecular Biology and Biochemistry
Global Youth Development MA			Intercultural Youth and Family Development
Forest and Conservation Sciences PhD			Forestry
Journalism minor	x		
Sustainable Business Strategy Certificate	x		

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## RESPONSE TO NWCCU RECOMMENDATIONS

The University of Montana values the constructive input of the Evaluation Committee and recognizes that the recommendations will improve the University.

### NWCCU General Recommendation 1:

*The evaluation panel recommends that the University develop and assign specific designations of an acceptable level of performance for each objective indicator under each core theme. The Commission also recommends that the University address how it will demonstrate an acceptable threshold or extent of mission fulfillment (Standard 1.A.2 and 1.B.2)*

### Institutional Response to Recommendation 1

The Planning-Assessment Continuum includes four standing committees:

- University Planning Committee
- University Budget Committee
- Implementation Committee
- University Assessment and Accreditation Committee.

The University Planning Committee has led the University in further developing the designations of an acceptable level of performance for the indicators within each core theme. The current [University Strategic Plan](#) incorporates the core themes as its Strategic Issues and has updated objectives and indicators.

Structured to mirror the Strategic Plan, an annual Institutional Assessment Report, along with more detailed assessment data, form the basis of the President's annual State of the University message at the beginning of each new academic year. The University publishes and posts the annual [Institutional Assessment Report and Report Card](#) at the end of each fiscal year.

The University Assessment and Accreditation Committee and institutional leadership have incorporated UM's response to the recommendation of the Commission into Chapter One of this report. The original set of objectives and indicators first delineated in the Year One report are repeated in outline form, with a table of new or modified objectives and indicators placed immediately under each outline for ease of reference. The objectives under each core theme remain the same in most instances, as do most indicators, although the University has winnowed the number of indicators to two or three for each objective and identified a key indicator for each core theme. Other indicators will be tracked and included in the Institutional Assessment Report and Report Card, as before, but those included in the present plan are deemed most critical. For example, although data from the National Survey of Student Engagement (NSSE) reflect students' perceptions and experiences related to academic challenge, active learning, student-faculty interactions, enriching educational experiences and supportive campus environment, those data are not available every year and they are also indirect, self-reported measures. We will continue to conduct the NSSE and review the data, especially in our assessment of services and the general education curriculum. However, these will not be the primary indicators used to assess progress and mission fulfillment because of the need to obtain the most current, reliable and valid data. The University has set targets for each indicator for the year 2020 using a number of sources, including comparison data from peer institutions and literature on best practices from professional organizations where possible. For example, freshmen retention rates are a commonly used metric reported in IPEDS (Integrated Postsecondary Education Data System) data and we can calculate the retention rate for the top quarter of

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peer institutions. However, the number of students engaged in the “global set” (internships, research, international study, service learning) are variable across campuses, given differences in an institution’s mission and curriculum, so no benchmark is readily available.

Extent of mission fulfillment or acceptable threshold has been established for each indicator by setting a target and determining the current state. Progress each year will be judged acceptable if the trajectory is positive for the indicator. It is unacceptable if the trajectory is negative or the current state is maintained, although ceiling effects may obscure some advances in areas where the University is already performing at high levels.

Evidence-Response to Recommendation 1	Web Address
Strategic Plan	<a href="http://www.umt.edu/planningassessmentcontinuum/plan/plandocs/StrategicPlan2012-2020.pdf">http://www.umt.edu/planningassessmentcontinuum/plan/plandocs/StrategicPlan2012-2020.pdf</a>
Institutional Assessment Reports	<a href="http://www.umt.edu/planningassessmentcontinuum/assess/institutionalassessment.aspx">http://www.umt.edu/planningassessmentcontinuum/assess/institutionalassessment.aspx</a>

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## NWCCU General Recommendation 2:

*The panel recommends that the University continue building upon its progress in developing its learning assessment process and criteria (Standard 1.B.2).*

## Institutional Response to Recommendation 2

Progress continues to be made in the area of assessment. Advances in the approach to assessment follow:

### Sector Assessment

All sectors (Administration and Finance, Academic Affairs, Student Affairs, Information Technology, Research and Creative Scholarship) as well as the UM Foundation, EOAA office, and Alumni Relations completed reports that address how activities in those areas align with the core themes. Each sector is asked to report, where applicable, on progress in meeting the objectives included for each core theme. All sector heads now report weekly to the President's Cabinet about progress on dashboard metrics.

### Core Theme Alignment

All academic departments and programs are asked to consider how their activities contribute to the fulfillment of the core themes. Departments submitted a report focused on these themes in spring 2012. The University Assessment and Accreditation Committee reviewed these reports and provided feedback. Faculty continue to examine and clarify how departmental practices and initiatives contribute to each of the core themes, especially Partnering for Student Success, Education for the Global Century, a Dynamic Learning Environment and (particularly for those with graduate programs) Discovery and Creativity to Serve Montana and the World.

### Higher Education Research Institute Faculty Survey

The Higher Education Research Institute (HERI) faculty survey was completed by tenured and tenure-track faculty in fall 2011. Results from the survey were posted on the Office of the Provost website and summaries were sent to the faculty. The Faculty Development Office's Faculty Steering Committee is using these results in their planning for Chair and faculty workshops.

### President's Alliance for Excellence in Student Learning and Accountability

UM joined the [New Leadership Alliance for Student Learning and Accountability](#) in fall 2010. The members of this organization pledge to set clear goals for student achievement, regularly measure performance against those goals, report evidence of success, and continue work to improve results. Posted reports provide examples to campus about possible changes and advances in assessment projects.

### Collegiate Learning Assessment

UM participated in the 2011-2012 Collegiate Learning Assessment (CLA). UM first conducted the CLA, a product of the Council for Aid to Education (CAE), in 2006-2007, to assess whether students were attaining strong analytical, quantitative, information and communication skills. This instrument has been adopted by the Voluntary System of Accountability initiative. More recently, the Smarter Balanced Assessment Consortium requested that the CAE develop the next generation of performance assessments for the new Common Core Assessments at the K-12 level. This development will more strongly link principal goals of K-12 and post-secondary education. Prior reports from the CLA placed UM in the top 20% of institutions in value-added gains from first-to-senior year results. The most recent report, however, was less positive. Campus discussion regarding results centers on concerns about the CLA instrument (Does the CLA appropriately correct for improvements in freshmen credentials? Are the student volunteers representative?) as well as on students' writing and critical thinking abilities, areas emphasized by the CLA.

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## National Survey of Student Engagement

In 2013, UM conducted the National Survey of Student Engagement (NSSE). Summaries of the results were received in September 2013; sent to the president and provost; shared with the University Assessment and Accreditation Committee (UAAC); presented at a meeting of the President's Cabinet on October 30, 2013; and presented to the Faculty Senate on November 14, 2013. The University Assessment and Accreditation Committee posted the findings for the campus and the community on the [Office of the Provost's assessment website](#). Summaries organized by area were posted to inform the campus community about students' responses. Overall, seniors at UM responded similarly to their peers at other institutions, but first-year students reported fewer interactions with faculty outside of the classroom and lack of contact with diverse others. The Diversity Advisory Council received a copy of the results for their deliberations in spring 2014.

## Department and Program Assessment

Academic departments and programs submit assessment reports biannually; these reports were updated in 2012. The Office of the Provost maintains and displays [Department Reports](#) for each academic department, including all assessment reports. The Assessment Advisory Committee reviews these reports and assesses them using a four-point rubric in the areas of mission, goals, indicators, and modifications and planning. In the 2012 cycle, a majority of departments received a score of 3 or 4 on a scale of 1-4. Those departments that received less than a score of three most typically did so because of they did not report plans for future assessment. A Chair's workshop was held in fall 2013 to encourage all departments and programs to complete curriculum analyses that chart which courses address and assess program level learning outcomes and changes in the curriculum. Examples from spring 2013 assessment report submissions were circulated to all attendees for their use in creating matrices for verifying the alignment of curriculum with intended learning outcomes.

## General Education Assessment

The General Education committee adopted the Essential Learning Outcomes (ELO) established by the American Association of Colleges and Universities (AAC&U), given the conceptual alignment of the ELOs with the objectives and learning outcomes stated in the Preamble to the UM General Education curriculum. UM continues to develop a broad and multifaceted approach to assessing the outcomes for General Education, including indirect evidence (student self-reports from the NSSE); measures of critical thinking and writing (CLA, assessment of the writing program using syllabus evaluation, students' papers from mid-level writing courses and students' papers from capstone courses); outcome data from specific General Education coursework; and results from targeted populations of students (more than 2000 internships, 3200 service-learning and volunteer activities, 700 research/creative scholarship presentations). The General Education committee now requires all proposals submitted for a General Education designation specify how the instructor will assess attainment of the learning outcomes.

## Writing Assessment

The Writing Committee recommended to the Faculty Senate in 2010-2011 that the Upper Division Writing Assessment (UDWPA) be discontinued once a new assessment instrument or process was developed. Members of the committee concluded that the UDWPA should be classified as large-scale individual student evaluation, in which a student's individual performance is used to make a high-stakes decision about his/her academic progress.

Instead, the Writing Committee proposed a program of assessment in which systematic and ongoing methods of gathering, analyzing and using information about the writing program and measuring outcomes are put into place. All approved writing courses and the upper-division requirement in the major now incorporate sets of carefully defined learning outcomes, as do the introductory composition courses (WRIT 095, 101, 201). In fall 2011, the Writing Committee assessed the process by which faculty request that courses be designated for writing credit and quantified how many courses initially fail to meet the

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criteria and why. They also developed a rubric for assessing students' writing at midcareer. In spring 2012 and 2013, faculty members from across campus held retreats to test and evaluate the efficacy of the rubric and assessment process. In tandem, seven academic departments developed rubrics for discipline-specific assessment of writing. A motion to discontinue the UDWPA and adopt the new program assessment process was approved by the Faculty Senate in October 2013. The new assessment process was initiated in December 2013. The Writing Committee has scheduled a Writing Retreat for April 2014 where faculty will use the new rubric to assess a representative sample of student papers drawn from all mid-level writing courses offered in spring 2014. The results will identify areas of strength and weakness in students' writing that can be relayed to faculty teaching writing courses as well as department chairs.

### Graduate Student Orientation

In response to a recommendation by the 2010 site team visit "...to ensure appropriate orientation activities for all graduate students," coupled with similar feedback from graduate students, several steps were taken. A new campus-wide orientation for graduate students was instituted; the College of Humanities and Sciences now holds a workshop for new teaching assistants in late August; and the Graduate Council created a new Graduate Advising/Mentoring policy, which is pending approval of the Faculty Senate. The English Language Institute has created a course to help international graduate teaching assistants teach more effectively.

Evidence-Response to Recommendation 2	Web Address
Alliance for Student Learning and Accountability	<a href="http://www.newleadershipalliance.org/">http://www.newleadershipalliance.org/</a>
Assessment- Office of the Provost	<a href="http://umt.edu/provost/faculty/assess/default.php">http://umt.edu/provost/faculty/assess/default.php</a>
Department Reports	<a href="http://umt.edu/provost/faculty/depreports/default.php">http://umt.edu/provost/faculty/depreports/default.php</a>



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### NWCCU General Recommendation 3:

*The panel recommends that the University continue to address the salary compression and facilities issues raised in Recommendations 3 and Recommendations 6 of the 2010 Comprehensive Evaluation report (Standard 2.B.3 and 2.G.1).*

## Institutional Response to Recommendation 3

Recommendations 3 and 6 of the 2010 Comprehensive Evaluation report stated:

*The Committee recommends that the University put in place assessable structures and resources to support faculty development in light of increasing expectations for research/scholarly activity and improvements in pedagogy. In addition, it is recommended that the University continue its efforts to develop best practices for faculty and staff recruitment and retention and to address salary issues, including compression/inversion.*

*The physical infrastructure of the College of Technology is inadequate for many of its activities and has not kept pace with enrollment. For example, modular units and the main building do not have appropriate temperature control and science laboratories are held in regular classrooms. Therefore, the Committee recommends that the institution address the facility needs of the College of Technology.*

### Recommendation 3

The University established, funded and staffed a new [Faculty Development Office](#) (FDO) in FY 2010 with line authority through the provost and guidance from a steering committee composed of faculty members from various academic departments. The FDO brings together aspects of faculty development related to teaching, research, technology, quality of work-life and conflict resolution. The steering committee arranged for the Higher Education Research Institute (HERI) Faculty Survey to be administered during spring 2011 to obtain information about faculty activities, pedagogical strategies and concerns. Of all tenured and tenure-track UM faculty members, 38% (n=206) completed the survey. Full [HERI 2011 results](#) and summaries of findings by theme are posted on the FDO website.

In 2012-2013, 386 faculty members attended 25 faculty development sessions organized by the FDO. Sessions on research opportunities and grant writing were received especially well and had the highest attendance. Feedback forms from the professional development sessions (n=108) included a question about whether the workshop was useful to the respondent. 93% reported that the session had been useful, 2% said the session attended was not useful, and 5% said that it was somewhat useful. Evaluations help improve future programming and offer suggestions for additional session topics. The FDO plans to assess its success using the faculty evaluations as well as a measure of the faculty attendance at sessions (percentage of departments represented).

Compared to the experience of many institutions, the University has not found the recruitment and retention of faculty to be a major challenge. Faculty turnover in FY 2013 averaged 3.77%, typical of recent years. In addition, UM has found the quality of new faculty to be high over the past decade; not only have excellent early-career faculty been recruited (including 11 NSF CAREER awardees in the past 10 years), but well-established scholars have also been attracted into upper-level positions, including endowed professorships. Seventy-five percent of the hires made in AY 2011-2012 were the first choice of

the department making the offer; all others were the second-choice candidate. Many retirees have requested and been awarded post-retirement contracts at one-third time, so that they can continue to contribute to the University. All faculty were awarded a 1% increase plus \$500 effective October 1, 2011, and a base salary increase of 2% plus \$500 on October 1, 2012. In addition, in summer 2012, UM disbursed \$100,000 to 100 faculty as inversion adjustments. An additional \$100,000 was awarded in FY 2013. Effective October 1, 2013, all faculty received a base salary increase of 2.25% plus \$250. As entitled, faculty also received promotion increases, merit increases, and/or inversion adjustments. The inversion pool was increased to \$150,000 for FY 2014 and FY 2015.

A diversity retention and recruitment coordinator was hired in 2011 to improve retention and recruitment of female and minority faculty and staff in units where there is underrepresentation. The coordinator compiles, analyzes and reports data on the status of workforce diversity at UM and provides direction and guidance to recruitment managers and hiring authorities about the appropriate diversity-related practices to follow. The coordinator actively collaborates with campus groups and the greater community to ensure the effective implementation of best practices.

### Recommendation 6

The University recognizes the need for adequate Missoula College (formerly University of Montana—College of Technology) facilities. UM’s request for a facility to meet current needs and allow for continued growth was the top priority of the Board of Regents’ Long Range Building Program. The Montana Legislature approved \$29 million for construction of a new facility and spending authority for another \$3 million to be raised by the University. In October 2013, the President announced the location of the new facility. A traffic study, parking study and an environmental assessment were completed in January 2014. Construction is anticipated to begin in 2014. In the meantime, the University acquired and constructed additional temporary classrooms and reallocated space to meet the needs of a growing number of Missoula College students. Bus service between Missoula College and the four-year campus provided more than 118,000 rides during the 2011-2012 academic year.

Evidence-Response to Recommendation 3	Web Address
Faculty Development Office	<a href="http://umt.edu/provost/faculty/faculty-development-office/default.php">http://umt.edu/provost/faculty/faculty-development-office/default.php</a>
Higher Education Research Institute Survey Findings	<a href="http://umt.edu/provost/faculty/faculty-development-office/HERI%20survey/default.php">http://umt.edu/provost/faculty/faculty-development-office/HERI%20survey/default.php</a>

### Date of Last Mission Review

On January 14, 2010, the Montana Board of Regents and the University of Montana signed a Mission Review Memorandum of Understanding submitted by the University of Montana. The Faculty Senate endorsed the Year One Report including the previously approved core themes on February 10, 2011.

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# Chapter One: Mission, Core Themes, and Expectations



Quintessential UM icons: University Hall crowned by the M on Mount Sentinel



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## EXECUTIVE SUMMARY: ELIGIBILITY REQUIREMENTS 2 AND 3

### Authority

The University of Montana is authorized to operate and award degrees as a higher education institution by the Montana Board of Regents (BOR). [BOR policy 320.2](#) states that the campuses of the Montana University System and the community colleges under the supervision of the Board of Regents must maintain accreditation by the Northwest Commission on Colleges and Universities.

### Mission and Core Themes

The University of Montana operates under a set of guiding statements, including [mission statements](#) for the Montana University System, the affiliated campuses of the University of Montana, and the University of Montana—Missoula and a Vision Statement incorporating essential values. In January 2010, the Board of Regents endorsed the Mission Statement and core themes. Since that approval process, UM has modified the titles for several of these themes and will request that the Board of Regents consider and approve these modifications at its March 6, 2014 meeting.

Evidence-Eligibility Requirements 2, 3	Web Address
BOR policy 320.2- Accreditation	<a href="http://mus.edu/borpol/bor300/320-2.pdf">http://mus.edu/borpol/bor300/320-2.pdf</a>
Mission Statements	<a href="http://www.umt.edu/president/mission.php">http://www.umt.edu/president/mission.php</a>

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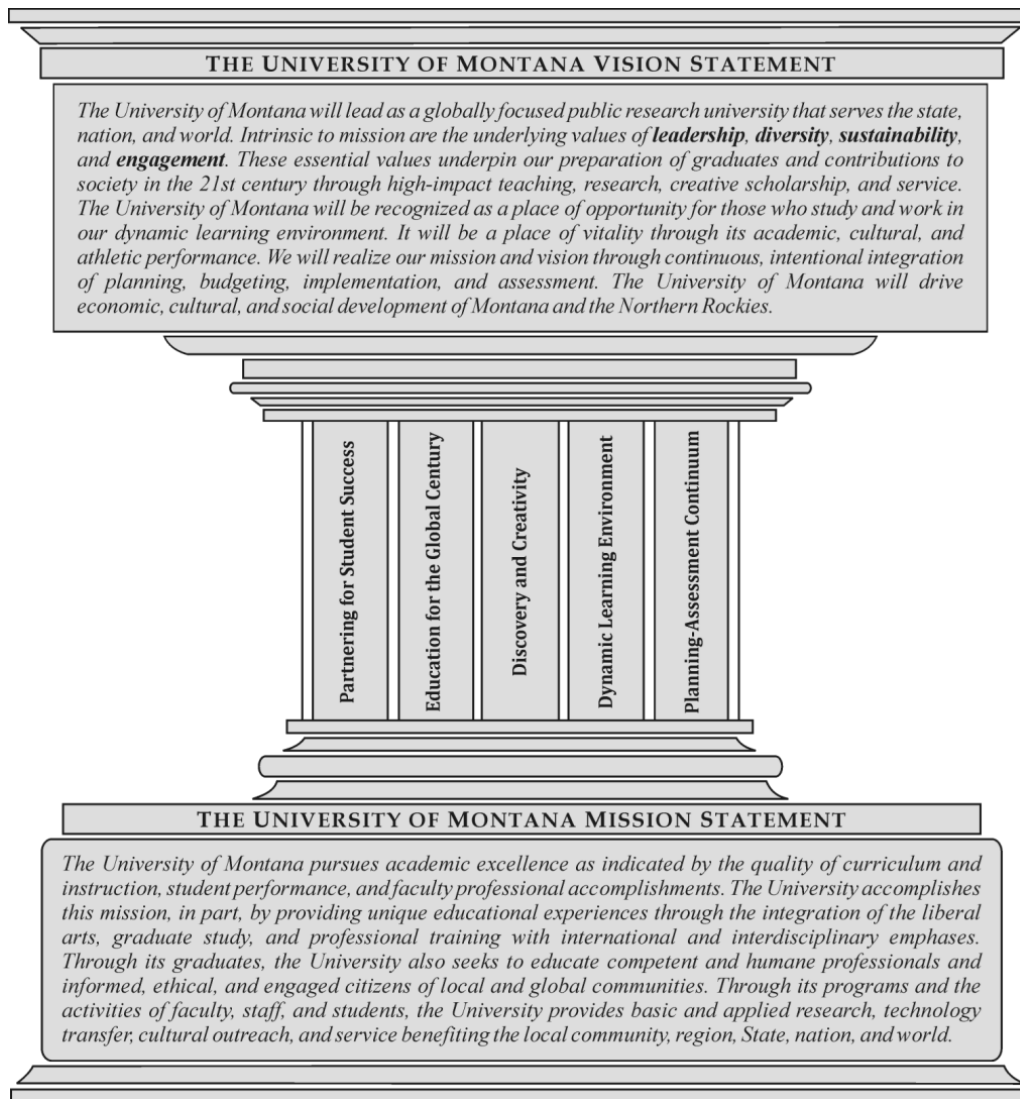
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# CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

## SECTION I: MISSION, VISION, AND VALUES

As stated previously, the University of Montana operates under a set of guiding statements, including mission statements for the Montana University System, the affiliated campuses of the University of Montana, and the University of Montana-Missoula, and a Vision Statement incorporating essential values.



### Essential Values

The University has identified four Essential Values that drive every aspect of its mission and vision: Leadership, Diversity, Sustainability, and Engagement. These values both ground and inspire everything the University of Montana pursues, as expressed in the core themes.

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## Leadership

The University of Montana aims to produce graduates with leadership skills and potential, with the anticipation that they will become local, state, regional, national and international leaders appropriate to their aspirations and experience. We expect our faculty members, staff and administrators to be leaders in their areas of expertise and within their professional societies and organizations.

## Diversity

[UM's Diversity Plan](#) includes the following diversity statement: "The University of Montana seeks to enhance diversity by recognizing and embracing the differences in age, ideas and perspectives, disabilities, abilities, creed, ethnicity, gender identity, gender expression, veteran status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, and the socioeconomic and geographic composition of its faculty, administrators, staff, and students. In its effort to enhance diversity, the University of Montana recognizes that particular focused effort must be placed on including members of groups who have historically been subject to discrimination and are still underrepresented in the campus community."

## Sustainability

As stated in the [University's Strategic Plan](#), "The University of Montana models a pathway to economic, financial, environmental, and cultural sustainability in every aspect of mission fulfillment. It fosters principles of sustainability within the processes and cultures of the University, and it infuses issues of ecological, social, and economic sustainability into courses across the UM curriculum. Consistent with the very idea of sustainability, sustainability initiatives ultimately seek to enhance students' understanding of the interconnectedness of ecological, social, and economic issues."

## Engagement

The University of Montana is committed to instilling a passion for discovery, learning, and service in its students and faculty, connecting curricular content, student life and experiential learning opportunities with the principles and aspirations of societal and cultural contributions. As articulated in [UM's Mission Statement](#), the University "seeks to educate competent and humane professionals and informed, ethical, and engaged citizens of local and global communities."

## Identification of Core Themes

Foundational to the University's mission are its five core themes, through which institutional priorities and objectives will be achieved. These core themes are also the Strategic Issues in the University's Strategic Plan.

### The University of Montana's Core Themes

*(referred to as Strategic Issues in the Strategic Plan)*

1. Partnering for Student Success
2. Education for the Global Century
3. Discovery and Creativity to Serve Montana and the World
4. Dynamic Learning Environment
5. Planning-Assessment Continuum

## Objectives

The objectives drawn from the core themes inform and direct the activities that the University performs to fulfill its mission and vision. For example, the core theme of Partnering for Student Success has led the



University to work more closely with the K-12 educational system to ensure that students pursue and achieve learning outcomes essential for post-secondary success. Further, UM has created new programs that support students' transition to college, integrate the early college curriculum, enhance students' academic and social endeavors and provide faculty and staff the tools to support students. Objectives have been delineated for each core theme.

## Indicators

Indicators include direct and indirect assessments of how well the institution is meeting its objectives. Indicators monitored at UM range from participation rates in various activities, to the achievement of program-level learning outcomes, to survey results that address employer satisfaction with graduates' contributions in the workplace. The University has narrowed the number of indicators to two or three for each objective and identified a key indicator for each core theme. We will continue to track other indicators and include these data in the Institutional Assessment Report and Report Card, but they were not selected as primary measures for reasons such as availability (e.g., NSSE and CLA results are obtained on a three-year cycle). Nevertheless, each objective is addressed and evaluated by more than one indicator or type of evidence, permitting systematic and holistic triangulation of data. Moreover, some indicators are appropriate for several objectives across the core themes. For example, UM students are encouraged to participate in activities UM calls "the global set," in order for students to acquire an appreciation and understanding of common, global issues through internships, research, international study and/or service learning. The number of students participating in these experiential learning experiences is used to assess objectives subsumed by Education for the Global Century, as well as Partnering for Student Success.

In preparing this report, UM has engaged in a full-scale reexamination of its mission, vision, and strategic goals. Over the past five years, the University has progressively developed and implemented an integrated process that includes strategic planning, program initiatives, budgeting and assessment tools as well as new approaches to broadening participation and communication. For each core theme, the University has established objectives and defined the metrics to evaluate the extent of their accomplishment. UM views the achievement of these objectives as the fulfillment of its mission. Progress toward the indicators for each objective will be tracked, analyzed and reported as part of the Planning-Assessment Continuum. In the following pages, the original set of objectives and indicators are repeated in outline form, with a table of new or modified objectives and indicators placed immediately under each outline for comparison purposes. The objectives subsumed by each core theme remain the same in most instances, as do the indicators. Targets for an acceptable threshold or extent of mission fulfillment are given for each under 2020 target. The current state is given in the rightmost column. For progress to be deemed acceptable, the trajectory from the current state toward the target must be positive. Static performance or a decline is unacceptable. In a few cases, new indicators have been adopted; for example, in the first five years of the peer tutoring service (Study JAM) we tracked students' usage. In fall 2008 visits to Study JAM totaled 1018; in fall 2010, the number increased by 20%; fall 2013 has already garnered 1,217 visits. Moving forward, students' performance in classes for which tutoring is offered will be monitored. An initial comparison for Introductory Chemistry showed an average difference of eight points on the midterm for students who attended tutoring sessions.

Evidence- Chapter One, Section I	Web Address
Diversity Plan	<a href="http://www.umt.edu/eo/diversity/diversityplan.php">http://www.umt.edu/eo/diversity/diversityplan.php</a>
Strategic Plan	<a href="http://www.umt.edu/planningassessmentcontinuum/plan/plan_docs/StrategicPlan2012-2020.pdf">http://www.umt.edu/planningassessmentcontinuum/plan/plan_docs/StrategicPlan2012-2020.pdf</a>
UM's Mission Statement	<a href="http://www.umt.edu/president/mission.php">http://www.umt.edu/president/mission.php</a>

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## SECTION II: CORE THEMES

### CORE THEME #1: PARTNERING FOR STUDENT SUCCESS



UM graduates at Commencement

#### Objectives

- Preparing K-12 students
- Transitioning to college
- Integrating the early college curriculum
- Engaging students
- Strengthening student support
- Emphasizing faculty and staff development

#### Mission Alignment

Core Theme #1: Partnering for Student Success reflects the Mission and Vision Statements in their emphasis on ensuring student performance “by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training” and “the preparation of graduates through high-impact teaching, research, creative scholarship, and service.”

#### Description

Student success is a top priority for the University of Montana. In 2008, the University adopted the *Partnering for Student Success* plan aimed at enhancing students’ experiences and increasing student retention and graduation. The plan identifies six key objectives critical to student success in college and sets forth actions to promote a successful first year for entering freshmen and to address the needs of returning sophomores and upper division students. As part of the plan, UM created the Office for Student Success, charged with developing, implementing and coordinating initiatives to increase retention and also established a new advising office at Missoula College. Subsequently, the Director of the Office for Student Success was elevated to assistant vice president for student success in 2012 and to associate vice president for enrollment and student success in 2013. UM seeks to improve students’ success by addressing their preparedness for college-level work, improving their transition to college, providing an integrated early curriculum, increasing student engagement and support and emphasizing faculty and staff development. By the Consortium for Student Retention Data Exchange (CSRDE) definition, retention rates for first-time, full-time freshmen continue to respond to University efforts for improvement.

In the past two years, as the Montana University System (MUS) has examined performance-based funding, retention rates have been compared within institutions and across the system, since some students transfer to other campuses in the MUS to complete a degree. Collaboration to achieve these objectives is strong. For example, orientation activities that involve faculty from many departments and staff from both Academic Affairs and Student Affairs provide students with the resources and instruction that enable them to benefit from the opportunities available on campus at the very start of their college careers. Faculty, staff, and students are well informed about and supportive of the initiatives outlined in the plan. Workshops for faculty and staff emphasize professional development, wellness, policy and

procedures, as well as information about advising and student retention. The institutional retention rate for 4-year programs at UM is 74%; the system-wide retention rate for UM is 77%.

## Objectives and Indicators (from 2011 Year One Report)

**Preparing K-12 students:** a) Incoming academic credentials (GPA, test scores) b) Number of students participating in a full college preparatory curriculum c) College continuation rates

**Transitioning to college:** a) Freshman success (GPA and first-year retention rates) b) Declaration of major

**Integrating the early college curriculum:** a) Enrollment in freshman seminars and experiential opportunities b) Interdisciplinary course offerings and linked courses

**Engaging students:** a) Student engagement surveys (NSSE) and participation rates (number of students completing internships) b) Student retention and graduation rates

**Strengthening student support:** a) Student success initiatives (tutoring, mentoring, early alert, Math Pilot, Study JAM) b) Use of tailored services to meet diverse student needs c) Availability of need-based financial aid d) Career counseling services

**Emphasizing faculty and staff development:** a) Participation in workshops b) Availability of online training

## Current Objectives and Indicators

<b>KEY INDICATOR:</b> First-year retention rate		
<b>Objectives and Indicators</b>	<b>2020 Target</b>	<b>Current</b>
<b><u>Preparing K-12 students</u></b>		
• Average ACT/SAT score for incoming students	24	23.7
• Number of students completing a full college-preparatory program	75%	55%
<b><u>Transitioning to college</u></b>		
• <b>First –year retention rate</b>	<b>83%</b>	<b>77%</b>
• Retention rate for students in two-year programs	65%	58%
<b><u>Integrating the early college curriculum</u></b>		
• Enrollment in freshman seminars & experiential coursework-- percentage of entering freshman cohort (full-time, first-time)	70%	50%
<b><u>Engaging students</u></b>		
• Annual number of students completing “global set” (internships, international study, service learning, volunteer activities, research)	75%	50%
• Six-year graduation rates (freshman cohort)	60%	47%
<b><u>Strengthening student support</u></b>		
• Satisfaction with services tailored to meet diverse student needs (Veterans, American Indian Student Services, Foreign Student Services, Disability Services)	≥90%	72-90%
• Efficacy of student success initiatives *	Higher GPA	NA

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**Emphasizing faculty and staff development**

• Faculty attendance at workshops—percentage of departments represented annually	85%	76%
• Faculty satisfaction with workshops (survey rubric)	90%	93%
• Number of staff participants per semester in HRS-sponsored training and workshops	500	354

\* Since monitoring began five years ago, the number of students using Study JAM, our peer tutoring program, has increased by more than 20%. In the future, student outcomes in coursework will be monitored instead of number of students served. To evaluate the effect of tutoring, for courses tutored at Study JAM, students' average GPA in the course will be compared to that of students who do not attend tutoring sessions.

## Rationale

To measure achievement of this portion of its mission, the University compiles, analyzes, and reports key, primary and secondary indicators for each objective, including academic preparation of incoming students, freshman success, integration, engagement, student support and faculty and staff development. Objective measures of student success such as retention and graduation rates allow for trend analyses and comparison to national benchmarks and provide longitudinal data to measure program improvement. Surveys and other instruments that capture student perceptions help assess student engagement (the most accurate predictor of student success) while co-curricular opportunities and support services offered by the University indicate the degree to which the University is marshaling its resources to add value to the students' experience and facilitate desired student outcomes. For all entering students, preparation is critical and is being addressed with support programs such as tutoring services. A new program, Ed Ready, was piloted for students entering in fall 2013. Ed Ready is now an important component of our student success initiative as a way to help students recover math skills that are often lost when students forego additional math courses in high school or delay entry into college. Eighty-six percent of the students who completed the Ed Ready program increased their math placement scores and for those who enrolled in a more advanced math course in the fall 2013 semester, all passed the course with more than half making an A or B grade. Faculty participation and satisfaction with workshops and other opportunities organized by the Faculty Development Office is also measured.

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## CORE THEME #2: EDUCATION FOR THE GLOBAL CENTURY



Experience-based learning at UM: Collecting samples in the Clark Fork River

### Objectives

- Strength in foundational academic programs
- Two-year programming responsive to local, regional, state and national needs
- Global engagement and leadership at the baccalaureate level
- Discovery and innovation through graduate education

### Mission Alignment

Core Theme #2: Education for the Global Century aligns with the University's Mission and Vision Statements. It focuses on academic excellence fostered by the quality of curriculum and instruction, student performance, the provision of "unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases" to ensure the preparation of engaged citizens to advance economic, cultural, and social change.

### Description

The [Academic Strategic Plan](#), endorsed by the Faculty Senate in 2009, identifies the need to create a gateway to discovery experience focused on the challenges of the global century for students at each level of postsecondary education. At the same time, the University must continue to support and strengthen foundational academic programs.

Two-year education must respond to regional, national and global needs. The curriculum provides hands-on practical experience with real-world applications, as well as developmental coursework to ensure that students are prepared to succeed in the college environment. It also provides college transfer programs for students desiring to enter baccalaureate programs.

For baccalaureate students, curricula focus on producing workers and leaders who will make a difference in the cultural and economic fabric of Montana and the world. We expect our graduates to lead their professions and their communities. In moving toward this Global Century model, a conceptual framework for the overall undergraduate academic experience has been developed, ensuring a context in which students can contemplate interdisciplinary questions and global challenges and ensuring opportunities for students to put their education to work, both during their college career and post-graduation. A pilot program, the [Global Leadership Initiative](#) was launched in 2011-2012; approximately 120 students enrolled in the first year and another 200 in 2012-2013 and 2013-2014 respectively. A new [Office for Academic Enrichment](#) fosters collaboration between Career Services, Internship Services, the Office of Civic Engagement, the Office of International Programs, and the Undergraduate Research Committee to offer students opportunities to gain experience closely allied to their academic interests and to engage more immediately with the global society through participation in work, research and study abroad programs. For exceptionally high achieving baccalaureate students, UM offers special experiences (e.g., [Living/Learning Communities](#)) and recognition through the [Davidson Honors College](#).

At the graduate level, UM offers programs that capitalize on the unique location and intellectual and cultural resources of its campus and it continues to develop further opportunities for interdisciplinary collaboration and scholarship. UM aspires to produce graduates who demonstrate creativity in cultural arts and performances, engage in leading-edge science, foster entrepreneurship, create new technologies and serve society through educational, political, government and business leadership.

## Objectives and Indicators (from 2011 Year One Report)

For each objective, students' improvement in critical thinking, communication skills and quantitative literacy was measured, in addition to achievement of program-level learning outcomes and program-level formative and summative assessments. Additional indicators, organized by level, included:

**Strength in foundational academic programs:** a) Program Review b) Program-specific learning outcomes c) Recognition and awards

**Two-year programming responsive to regional and national needs:** a) Alignment of programs and placement of graduates, based on published labor bureau statistics and/or graduate surveys b) Enrollment and progression in classroom and training for high demand jobs c) Transfer rates to four-year colleges and universities

**Global engagement and leadership at the baccalaureate level:** a) Participation in co-curricular, study abroad and service learning activities b) Student involvement in leadership and responsible roles related to current global issues c) Curricular development in support of global action and responsibility

**Discovery and innovation through graduate education:** a) Strategic relevance, number of programs and enrollment in these programs b) Advanced degrees awarded in strategic disciplines c) Graduate research (theses, dissertations, presentations, publications) that contributes to Montana's place in global and local contexts

## Current Objectives and Indicators

<b>KEY INDICATOR:</b>		
Percentage of students completing "global set" focused on common, global issues and questions (international study, internships, service learning, research)		
Objectives and Indicators	2020 Target	Current
<b><u>Strength in foundational academic program</u></b>		
• Results of program review process—percentage of programs developing approved plans for curricular/structural changes	100%	100%
• Percentage of department/program assessment reports scoring 3 or 4 in all four areas (using 4 point rubric)	100%	59%
<b><u>Two-year programming responsive to regional and national needs</u></b>		
• Percentage of Missoula College students progressing to a four-year institution *	67%	N=384
• Placement of graduates in a) employment; and/or b) further education within 6 months of graduation **	a + b > 100%	a) 78% b) 25%
<b><u>Global engagement and leadership at the baccalaureate level</u></b>		
• <b>Annual percentage of students completing "global set"</b>	<b>75%</b>	<b>50%</b>
• International student enrollment	600	563
• First-year retention rates for Global Leadership Fellows	95%	88%

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**Discovery and innovation through graduate education**

• Advanced degrees (MA, MS, PhD) awarded across disciplines	1,000	788
• Percentage of graduate student contributions:	100%	unknown***
○ Publish or co-author a scholarly article, monograph, or book; or		
○ Present or co-author a paper/poster at a national or international conference; or		
○ Serve as a co-investigator on an extramurally funded project; or		
○ Pass professional licensure exam; or		
○ Employed within 6 months of obtaining professional degree; or		
○ Demonstrate skills in prestigious visual and performing arts performance		

\* This is a new measure that will reflect the number of students from a cohort who begin at Missoula College in an A.A. or general studies program and progress to complete a four-year degree.

\*\* This is based on a survey (57% response rate) and Montana labor statistics.

\*\*\* It is estimated that the majority of graduate students fulfill one or more of these contributions as appropriate. The Graduate School will require a new annual report of all graduate students.

## Rationale

To measure fulfillment of this portion of its mission, UM collects, analyzes, and disseminates information from a wide variety of indicators, ranging from numerical data (number and placement of graduates in the workplace; enrollment of international students) to more qualitative analysis of students' progress toward program-level learning outcomes. Effective two-year programming leads to job placement for students who complete a degree or other credential, requiring that programs align with needs in the local, regional, and national communities; and/or enrollment in a four-year institution to complete additional education. In addition, attainment of learning outcomes can be measured with licensure exams as well as progress beyond the two-year degree. At the baccalaureate level, students demonstrate engagement by participating in co-curricular activities and excelling in the classroom, meeting program- and institution-level learning outcomes. These students will apply their content knowledge, critical thinking and problem solving abilities to address global and local issues. Strategic growth at the graduate level demands careful planning and implementation of programs that match the expertise of faculty and the needs of communities and students. Finally, the University must measure the impact it has on its students, and the subsequent impact its students and faculty have on the world, as indicated by a range of both direct and indirect criteria, including civic engagement, recognition and awards of distinction as well as development of significant contributions or inventions (see Core Theme #3).

Evidence- Core Theme #2	Web Address
Academic Strategic Plan	<a href="http://www.umt.edu/provost/about/ASP/default.php">http://www.umt.edu/provost/about/ASP/default.php</a>
Global Leadership Initiative	<a href="http://www.umt.edu/gli/">http://www.umt.edu/gli/</a>
Office of Academic Enrichment	<a href="http://www.umt.edu/ae/About/default.php">http://www.umt.edu/ae/About/default.php</a>
Living Learning Communities	<a href="http://life.umt.edu/rlo/rh/lhc/default.php">http://life.umt.edu/rlo/rh/lhc/default.php</a>
Davidson Honors College	<a href="http://www.dhc.umt.edu/">http://www.dhc.umt.edu/</a>

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## CORE THEME #3: DISCOVERY AND CREATIVITY TO SERVE MONTANA AND THE WORLD

### Objectives



Monitoring ecosystem health by measuring arsenic levels in ospreys

- Enhance contributions by faculty and students through research
- Expand knowledge and cultural richness through creative scholarship
- Advance today's discoveries to tomorrow's products through technology transfer, contributing to the creation of innovations, jobs and business opportunities

### Mission Alignment

Core Theme #3: Discovery and Creativity to Serve Montana and the World aligns with both the Mission and Vision Statements for UM. Discovery and creativity are essential elements of a unique educational experience that integrates liberal arts, graduate study, and professional training. In this way, the University prepares graduates that contribute to economic and cultural development.

### Description

Scholarship, research, and creativity are at the core of faculty and student work and academic programming at the University of Montana. Faculty are expected to engage in leading-edge research and creative scholarship that results in publications, exhibitions, performances and presentations, as such strong, active faculty scholarship is integral to the University's ability to offer high quality educational programs. The University's Mission Statement refers explicitly to the centrality of research and creative work in the University's programs. Therefore, UM supports research, scholarship and creative work across the natural and physical sciences, social and behavioral sciences, arts and humanities, and enhances opportunities for interdisciplinary connections. By fostering an entrepreneurial spirit in research and technology communities, UM transforms discovery into applications that benefit the state, region and nation. The University identifies programs of distinction across campus in order to stimulate the development of those programs that are on the edge of national or world-class excellence. Three [Programs of National Distinction](#) were named in 2012 following a competitive application process: Wildlife Biology, Creative Writing, and Organismal Biology and Ecology. These programs have received University support to advance as nationally renowned programs. Research is an investment that enhances the intellectual vitality, the economic viability and the teaching mission of the University. In addition, the scholarly, creative and research activities and programs of faculty serve as a critical base for the University's diverse graduate and undergraduate programs by providing opportunities for students to learn content, methods, skills, values and approaches of a discipline from faculty mentors and advisors who are leaders in their fields. Many of the indicators emphasize the impact of research and of faculty in their fields as well. Students have many opportunities to share their own research and creative work, such as exhibitions in the art gallery at the University Center, poetry readings and poster presentations at the annual [UM Conference on Undergraduate Research](#).



## Objectives and Indicators (from 2011 Year One Report)

**Enhance contributions made by faculty and students to economic, cultural, health and social issues through research:** a) Number of publications, patents b) National and international awards and recognitions

**Expand knowledge and cultural richness through creative scholarship:** a) Number and stature of publications, performances, presentations and exhibitions b) National and international awards and recognitions

**Advance today's discoveries to tomorrow's products, contributing to the creation of innovations, jobs, and business opportunities:** a) Patents, royalties and license agreements b) Spinoffs, business start-ups and jobs created

## Current Objectives and Indicators

<b>KEY INDICATOR:</b> Impact of faculty publications (Thomson Reuters World Rankings Factor)		
<b>Objectives and Indicators</b>	<b>2020 Target</b>	<b>Current</b>
<b><u>Enhance contributions by faculty and students through research</u></b>		
• <b>Impact of publications (Thomson Reuters World Rankings impact factor)</b>	<b>60</b>	<b>74.8</b>
• National and international awards and recognition—percentage of tenured & tenure-track faculty annually	10%	5%
• Recognition as top-tier research university (Carnegie classification)	Very High	High
<b><u>Expand knowledge and cultural richness through creative scholarship</u></b>		
• <b>Impact of publications (Thomson Reuters World Rankings impact factor)</b>	<b>60</b>	<b>74.8</b>
• Number of faculty performances and exhibitions in invited and juried venues	450	373
<b><u>Advance today's discoveries to tomorrow's products through technology transfer, contribution to the creation of innovations, jobs, and business opportunities</u></b>		
• Annual number of patents, invention disclosures and license agreements	40	29
• Annual number of spinoffs and business start-ups	2	3

## Rationale

The research, creative and applied skills of the University's faculty and students represent a critical component of the fulfillment of its mission: academic excellence, production of informed citizens and making cultural, social and economic contributions to society. Faculty scholarship must be disseminated to make a contribution, and its impact recognized and indicated through extensive publication of journal articles, semi-technical and popular publications, books and book chapters, reports and technical papers, artistic presentations and exhibitions, documentaries and broadcast productions, presentations at professional meetings and at other scholarly institutions, contributions to the functioning of governmental and other agencies, success in competitive proposals, and receipt of awards. The University of Montana provides for regular and systematic evaluation of faculty performance in order to ensure effectiveness in

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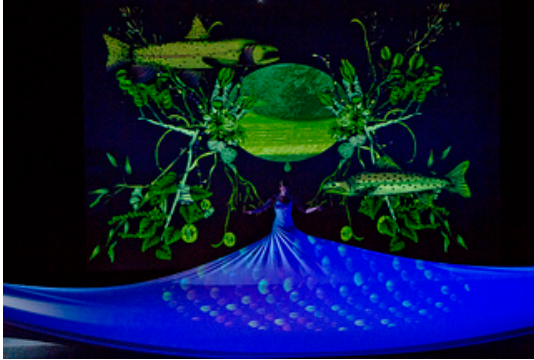
teaching, research and creative work. Faculty evaluations include measures of productivity, quality and impact.

Evidence- Core Theme #3	Web Address
Programs of National Distinction	<a href="http://www.umt.edu/academics/programs-of-national-distinction/default.php">http://www.umt.edu/academics/programs-of-national-distinction/default.php</a>
UM Conference on Undergraduate Research	<a href="http://www.umt.edu/ugresearch/UMCUR/default.php">http://www.umt.edu/ugresearch/UMCUR/default.php</a>

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## CORE THEME #4: DYNAMIC LEARNING ENVIRONMENT

### Objectives



*Sounds of Rivers*, a multimedia performance piece, interprets the sounds within waterway ecosystems

- People – Lead in recruiting, retaining and developing the highest quality students, faculty and staff
- Programs – Provide programs of distinction, engaging local to worldwide partnerships, connecting programs to our unique location
- Infrastructure – Utilize technologies and practices that optimize the learning experience while modeling sustainability
- Culture – Inspire an atmosphere where engagement and passion for learning thrive
- Place – Integrate the character of the campus environment into discovery and instruction

### Mission Alignment

Core Theme #4: Dynamic Learning Environment reflects both the Mission and Vision Statements. UM accomplishes its mission by “providing unique educational experiences through integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases.” UM will be “recognized as a place of opportunity for those who study and work in a dynamic learning environment. It will be a place of vitality through its academic, cultural, and athletic performance.”

### Description

The University of Montana is consistently recognized as one of the most attractive and enticing campuses in the nation. Community and campus engagement means that the lives of the students, faculty, staff and friends of the University are centered on the campus. People are drawn to UM for the challenge of academic rigor, richness of experience, beauty of the surroundings and opportunities for lifelong learning, as well as the cultural and entertainment experiences offered. Possibilities range from galleries, campus theaters and arenas filled to capacity for drama, dance, and performances featuring local and world famous visual and performing artists to sold-out athletic events that feature perennial championship teams whose members also excel in the classroom. UM builds upon its “sense of place” in the Northern Rockies with a vibrant and dynamic learning environment, where the surroundings are integrated into the curriculum. The inquisitive, engaged and interactive nature of the community creates a discourse of activism and scholarship across a spectrum of societal issues. The University delivers knowledge via traditional classroom lectures and seminars taught by world renowned faculty, utilizes high-speed data transmission to deliver web-based and video-based classes to rural and place-bound learners and reaches out to surrounding communities with specific curricula to meet local needs. Regional outreach activities include partnerships ranging from RezNet (national, web-based Native American news media, sponsored by the School of Journalism) to Montana Repertory Theatre (the largest touring dramatic troupe in the nation) and award-winning Montana PBS. On campus, the University models sustainability, leadership, and diversity, even in its facilities and campus practices. The Payne Family Native American Center, dedicated in 2010, is a good example of a space where students of diverse backgrounds mingle, interact, attend classes, study, receive services and get to know each other in both formal and informal settings. It

is sustainable in the LEED (Leadership in Energy and Environmental Design) sense as well as in the sense of community.

## Objectives and Indicators (from 2011 Year One Report)

**People** – Lead in recruiting, retaining, and developing the highest quality students, faculty, and staff a) Student recruitment, retention and awards b) Faculty and staff recruitment, retention and awards

**Programs** – Provide programs of distinction, engaging local to world-wide partnerships, connecting programs to our unique location: a) Program reviews, documenting learning outcomes, peer evaluation and regional, global and interdisciplinary relevance b) Number of, and participation in, courses and programs that adopt experiential learning to interact with the local cultures and natural environment

**Infrastructure** – Utilize technologies and practices that optimize the learning experience while modeling sustainability: a) Percent of facilities and learning spaces that are sustainable, accessible and innovative b) Student engagement survey results

**Culture** – Inspire an atmosphere where engagement and passion for learning thrive: a) Student engagement survey results b) Participation rates and perceptions of students and community members

**Place** – Integrate the character of the campus environment into discovery and instruction: a) Student and faculty survey results b) Curricular and research advances in support of global action and responsibility

## Current Objectives and Indicators

<b>KEY INDICATOR:</b>		
<b>Number of students receiving national/regional recognition for accomplishments</b>		
<b>Objectives and Indicators</b>	<b>2020 Target</b>	<b>Current</b>
<b><u>People—Lead in recruiting, retaining, and developing the highest quality students, faculty and staff</u></b>		
• Percentage of annual tenured and tenure-track faculty awards	10%	5%
• Number of national scholar recipients annually (student Fulbright, Udall, Truman, Marshall)	12	13
<b><u>Programs—Provide programs of distinction, engaging local to world-wide partnerships, connecting our programs to unique locations</u></b>		
• Carnegie Community Engagement classification *	2015	2008
• Percentage of graduate programs ranked in top 30% of peer institutions (Academic Analytics)	80%	50%
<b><u>Infrastructure—Utilize technologies and practices that optimize the learning experience while modeling sustainability</u></b>		
• Accessibility of existing facilities**	60%	64.2%
• Accessibility and sustainability of new facilities	100%	100%
• Classrooms and laboratories with technological innovation	90%	53%
• Number of online student credit hours	51,000	56,000
<b><u>Culture—Inspire an atmosphere where engagement and passion for learning thrives</u></b>		
• <b>Annual number of students receiving national/international recognition for accomplishments</b>	<b>100</b>	<b>76</b>
• Student-to-faculty ratio	18:1	18:1
• Enrollment in classes offered by the Montana Osher Lifelong Learning Institute (capacity 3080)	3080	2094

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***Place—Integrate the character of the campus environment into discovery and instruction***

• Student and community participation in outreach, cultural events and lifelong learning	75%	50%
• Climate action plan: reduction in emissions	10%	2%
• Number of major LEED-certified buildings; renovations to existing buildings to achieve LEED status	25%	10% ***

\*UM is submitting a new Carnegie Community Engagement application as required to retain the classification, which is an evidence-based recognition of institutional practices.

\*\*This target will be modified.

\*\*\*There is currently one LEED Platinum building, with three new buildings awaiting ground-breaking planned to meet LEED guidelines and additional renovations planned as well.

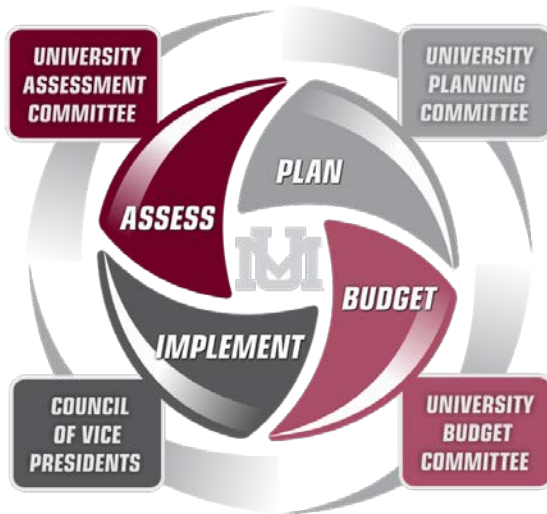
## Rationale

This segment of our mission is characterized by a broad set of components, including provision of technology and infrastructure, experiential learning, partnerships, engaged faculty and students and opportunities for the community to participate. As a result, the indicators are wide ranging. In order to realize our aspiration to become a University where learning is transformative and integrated into the fabric of student and community life, traditional assessment of learning outcomes at the program level is required, but not sufficient. To determine the effect of this campus in our community in the larger sense, we must assess the learning environment itself, and its impact on students and faculty, as well as their consequent imprint on the global community.

Student and public perceptions will address the significance of specific activities in building a cohesive community. Tools that measure accessibility, sustainability and innovation are critical to the achievement of our essential values, our mission and vision. Standard measures of recruitment, retention and development provide evidence of the strong connections between the learning environment and the community.

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## CORE THEME #5: PLANNING-ASSESSMENT CONTINUUM



### Objectives

- Linkage of plans and resources
- Transparent and participative processes throughout the cycle
- Data-driven decisions and goal setting
- Objective and timely assessment of outcomes

### Mission Alignment

Core Theme #5: Planning-Assessment Continuum aligns with the Vision Statement and supports fulfillment of the UM Mission: “We will realize our mission and vision through continuous, intentional integration of planning, budgeting, implementation, and assessment. The University of Montana will drive economic, cultural, and social development of Montana and the Northern Rockies.”

### Description

The Planning-Assessment Continuum characterizes a cultural orientation of the University of Montana that is designed to facilitate desired outcomes, clarify our vision and mission and to communicate and demonstrate to internal and external stakeholders that we are making the best use of resources. Executive leadership provides communication of mission and vision, clear and consistent processes, overarching mission-driven goals, equitably applied parameters, and rules enforcement, while faculty, staff, and students provide ideas, procedural improvements, work, action and other vital contributions to the direction of the University. The structure uses a variety of mechanisms to ensure transparency and meaningful, broad-based input and participation, including that of advisory committees, implementation teams, task forces, focus groups, town hall discussions and responsibility-centered budgeting. The process is integrated, transparent and highly visible.

The scope of these activities includes, but is not limited to:

- Institutional goals and priorities
- Programs
- Enrollment
- Fiscal resources
- Human resources
- Capital resources, including debt financing and gift funds
- Buildings (classrooms, labs, office, special use, event and support space)
- Information technology (instruction and research technology, computers, networks, enterprise systems and linkage to external and shared data sources)

All budgets and assessment processes are linked to the University’s Strategic Plan. Launched in summer 2013, UM is developing a new framework to link budget allocations to high priority issues and improvements in accountability. The budget allocation process will demonstrate an improved capacity to structure and direct resources to achieve excellence, profit from opportunities and generate desired results. The model itself will be a major outcome that incorporates the objectives listed below.

## Objectives and Indicators (from 2011 Year One Report)

**Linkage of plans and resources:** a) Annual reporting on budget allocation by goals b) Tracking of funding of new initiatives

**Transparent and participative processes throughout the cycle:** a) Evaluation of constituent representation of faculty, students, staff, academic and executive leaders, alumni and community; openness of meetings b) Degree of online public access to strategic plans, operating plans, and budget documents and annual documentation of allocation/program decisions

**Data-driven decisions and goal setting:** a) Annual update of the Strategic Plan, and subsequent budget allocations, based on environmental scan and institutional assessment b) Annual updates of sector and program plans c) Transparent adjustment of current budgets as indicated by enrollment, revenue and expense variation

**Objective, timely, and visible assessment of outcomes:** a) Annual Institutional Assessment Report and Report Card b) Online availability of institutional, sector, program, budget and assessment reports

## Current Objectives and Indicators

<b>KEY INDICATOR:</b>		
New budget allocation model that incorporates the objectives set forth below.		
Objectives and Indicators	2020 Target	Current
<b><u>Linkage of plans and resources</u></b>		
• Funding of new initiatives—percentage of general funds budget	1.5%	0.2%
• <b>Budget allocation model by goals: comprehensive reporting and allocation of budget in line with priorities</b>	<b>Achieved</b>	<b>Under development</b>
• Proportion of general funds budget allocated to instruction, academic support, and student services	70%	69%
<b><u>Transparent and participative processes</u></b>		
• Constituent representation of faculty, staff, students, academic and executive leaders, alumni and community; openness of meetings	100% compliance	100%
• Degree of online public access to strategic and annual operating plans, operating budgets, and sector and institutional assessment reports	100% compliance	100%
<b><u>Data-driven decisions and goal setting</u></b>		
• Annual update of Strategic Plan and budget allocations based on environmental scan and institutional assessment	100% compliance	100%
• Transparent adjustment of current budgets as indicated by enrollment, revenue and expense variation	100% compliance	100%

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***Objective, timely, and visible assessment***

- |   |                 |      |
|---|-----------------|------|
| • Annual updates of sector plans  | 100% compliance | 100% |
| • Annual publication of Institutional Assessment Report and Report Card | 100% compliance | 100% |

## Rationale

An effective planning, budgeting, implementation and assessment structure is key to the cost-effective achievement of the University's mission, and reflects our belief that to be effective, planning, budgeting, implementing and assessing must be linked and comprehensive.

Our challenges are great. We work in an era and a locale characterized by:

- Increasing scarcity of resources;
- A growing need for public accountability and shared governance; and
- The dichotomy of tuition affordability and the view that higher education is a private benefit, rather than a public good.

Stakeholders rightly expect efficiency, and must continually be convinced of the value of their investment in public higher education. Ensuring the adequacy and stewardship of resources is an ongoing and critical component of our mission. To that end, UM has implemented the Planning-Assessment Continuum, whereby an all-inclusive and participative *planning* activity informs and is integrated with a transparent process of developing and recommending *budgets* that are approved and *implemented* by a collaborative executive team, whose execution and outcomes are objectively *assessed* and reported. These assessment results in turn guide the refinement of the next planning cycle.

While the input and responsibility to develop and implement individual unit plans is widely distributed, the Planning-Assessment Continuum ensures the coordination of disparate activities and consistency in methodology and adherence to the University's mission and planning principles. Ongoing and diligent efforts at effective communication (including public access and reporting on decision-making and resource allocation) keep processes transparent. Together, these measures ensure that priority setting and budget decisions are guided by a broad-based understanding and appreciation of the University and its mission, within the context of public higher education in Montana.



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# Chapter Two: Resources and Capacity



Students erect a teepee on the Oval as part of Native American Heritage Day events

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## EXECUTIVE SUMMARY: ELIGIBILITY REQUIREMENTS 4-21

### Operational Focus and Independence

The University of Montana's Mission Statement affirms that "The University of Montana capitalizes on its unique strengths to create knowledge, provide an active learning environment for students, and offer programs and services responsive to the needs of Montanans." UM generates new knowledge through research and creative activities, transmits that knowledge through its instructional programs, and commits its academic resources to the public good through a variety of service activities, including important contributions to Montana's economic development. [Board of Regents policy 320.2](#) provides the organizational and operational independence and responsibility for seeking and maintaining accreditation.

### Non-Discrimination

Diversity is one of the Essential Values identified by the University of Montana. UM seeks to enhance diversity by recognizing and embracing the differences in age, ideas and perspective, disabilities, abilities, creed, ethnicity, gender identity, gender expression, veteran status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, socioeconomic status and cultural composition of its faculty, administrators, staff, and students. In its effort to enhance diversity, the University of Montana makes a focused effort to include members of groups who have historically been subject to discrimination and are still underrepresented in the campus community. The University of Montana is an Equal Opportunity Employer, and is fully committed to the principle of nondiscrimination in all employment-related practices and decisions. UM's Equal Opportunity and Affirmative Action (EOAA) Office website contains [policies on protected classes and prohibited discrimination](#).

In addition, Board of Regents (BOR) policies provide clear guidance on non-discrimination with regard to Personnel ([BOR policy 703](#)), Admissions ([BOR policy 301](#)), the Montana Work Study Program ([BOR policy 504.2](#)), the Montana Tuition Assistance Program ([BOR policy 940.30](#)) and Minority Achievement ([BOR policy 1902](#)). The University of Montana adopted the Institutional Diversity Strategic Plan in 2010 and through the EOAA office, provides [diversity resources](#) for campus.

### Institutional Integrity

Maintaining compliance with state law, avoiding conflict of interest, preventing abuse of office for political purposes and determining the scope and conduct of outside activities are addressed in [BOR policy 203.5.2](#) and [BOR policy 770](#), as well as the [State of Montana's Standards of Conduct](#), several sections of the [University Faculty Association and University of Montana Collective Bargaining Agreement](#) (addressed later in this report) the [Student Conduct Code](#), and [University policy 406.2](#).

### Governing Board

By constitutional mandate, the [Montana Board of Regents of Higher Education](#) holds full power, responsibility, and authority to supervise, coordinate, manage and control the Montana University System. The Board has seven voting members, including one student member. As required, the majority of members do not have contractual or employment relationships or personal financial interest with the University of Montana. The Board of Regents appoints a commissioner of higher education who serves as the chief executive officer ([BOR policy 204.3](#)) of the Montana University System.

### Chief Executive Officer

The president of the University of Montana is appointed by the Board of Regents and is directly accountable to the commissioner of higher education. The duties of the president are specified in [BOR policy 205.2](#).

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## Administration

The institution employs a sufficient number of qualified administrators ([UM organizational chart](#)) who provide effective leadership and management for the University's major support and operational functions. They work collaboratively to facilitate fulfillment of the University's mission and accomplish the objectives of its core themes.

## Faculty

The number of budgeted faculty Full Time Equivalent (FTE) exceeds 650, sufficient to deliver the curriculum to achieve UM's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of academic programs wherever offered and however delivered. The majority of these faculty members hold terminal degrees in their fields. Faculty members are evaluated on a periodic basis in accordance with procedures detailed in the UFA-UM Collective Bargaining Agreement.

## Educational Program

The University of Montana offers 174 degree programs, including associate, baccalaureate, professional graduate, master's and doctoral degrees in recognized areas of study plus additional opportunities within these for specific options, minors, and certificates. Degree designators are consistent with program content. The academic content and rigor of each are appropriate to UM's mission and strategic issues, as UM calls its core themes. All educational programs include student learning outcomes in their assessment reports posted to the [Department Reports](#) displayed on the Office of the Provost website.

## General Education and Related Instruction

The academic undergraduate program at the University of Montana is structured as a three-part curriculum, including General Education coursework, coursework for a major specialization, and enrichment coursework and activities. Baccalaureate degree programs require students to take discipline-specific courses for each major specialization or concentration, along with 30 or more credits of general education coursework in English writing, mathematics, symbolic systems or languages, expressive arts, literary and artistic studies, historical and cultural studies, social sciences, ethics and human values, American and European perspectives, indigenous and global perspectives, and natural sciences. Associate degree programs require core courses in related instruction or general education in the areas of communication, computation, and human relations that align with the program goals.

## Library and Information Resources

The mission of the University of Montana's Maureen and Mike Mansfield Library "is to support the learning and research mission of the University through its collections, services and provision of discovery tools that enable the effective use of information." It provides collection resources for the affiliated libraries of UM, including the William J. Jameson Law Library, as well as the libraries of UM's affiliated campuses. The Mansfield Library is largest in the state in terms of facility square footage, staff, and collection, and uses existing and emerging technologies to deliver access to its collections and licensed materials, share resources, and provide services. Recent improvements to the library catalog and the expansion of electronic licensing agreements have increased both the availability and use of informational resources.

## Physical and Technological Infrastructure

The University of Montana comprises 12 sites, including the main campus, Fort Missoula, Missoula College, Biological Station, Lubrecht Forest, Bandy Ranch, Mount Sentinel, residential properties, and the Daly Mansion. Dimensional statistics for the University of Montana property and land include 412 buildings totaling 4,634,408 gross square feet on 33,634 acres. Equipment, computing, and communication infrastructure and training opportunities are in place to support our mission and strategic issues.

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## Academic Freedom

The University's commitment to academic freedom is specifically stated in [BOR policy 302](#), in the University Faculty Association-UM Collective Bargaining Agreement (UFA- UM CBA), section 6.000, and in [UM policy 101.4](#). As the UFA-UM CBA states, "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."

## Admissions

Requirements for admission to the University of Montana include the completion of, and performance standards related to, a comprehensive college preparatory curriculum to ensure that students entering the University system possess the basic skills and academic foundation to benefit from and succeed in a higher education environment. Missoula College is an open enrollment two-year campus. Admission standards adjustments are made for distinctive populations such as nontraditional students, students who are home schooled or those who have graduated from an unaccredited high school. All admission policies and practices conform to [BOR policy 301](#) and are published on the Montana University System website, the University of Montana admissions website, and in the course catalog.

## Public Information

The University of Montana makes a wide range of information publicly available in its online catalog and elsewhere on its website. This includes its mission, Essential Values, and Core Themes; admissions policies and requirements; grading policies; academic programs and courses offered; names, titles and academic credentials of faculty and administration; the Student Conduct Code; rights and responsibilities of students; tuition, fees, and other costs; refund policies and procedures; financial aid information; and the academic calendar.

## Financial Resources

Effective strategic planning, budgeting, and assessment are all components of a comprehensive resource management process critical to the University of Montana's ongoing success. The strategic planning process informs allocation of resources among the various programs, reflecting the mission, goals and priorities of the institution. Budgets that distribute appropriate resources to achieve goals and objectives are prepared and maintained on an annual basis, although budget parameters are largely determined biennially. The campus monitoring structure coordinated by the Office for Planning and Budget Analysis allows units to effectively adjust operating budgets, update expense estimates, and reallocate spending authority at the program or unit level in order to ensure short-term solvency and long-term financial sustainability.

## Financial Accountability

The president submits an annual operating budget for approval by the Montana Board of Regents at the beginning of each fiscal year. Per state statute, the general institutional financial statements are subject to independent audit by the Montana Legislative Audit Division. Special purpose audits, coordinated by the Office of Internal Audit, are conducted by independent auditors annually. All audits are considered public documents and are available for inspection upon request.

## Disclosure

The University of Montana accepts and complies with the standards of the Northwest Commission on Colleges and Universities 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.

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## Relationship with the Accreditation Commission

As part of its adherence to the standards and policies of the Northwest Commission on Colleges and Universities, the University of Montana agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or member of the public requesting such information. The University's current accreditation liaison officer is Arlene Walker-Andrews, associate provost for global century education.

Evidence-Eligibility Requirements 4-21	Web Address
BOR policy 320.2- Accreditation	<a href="http://mus.edu/borpol/bor300/320-2.pdf">http://mus.edu/borpol/bor300/320-2.pdf</a>
Protected Classes and Prohibited Discrimination	<a href="http://www.umt.edu/eo/classes/">http://www.umt.edu/eo/classes/</a>
BOR policy 703- Non-discrimination	<a href="http://mus.edu/borpol/bor700/703.pdf">http://mus.edu/borpol/bor700/703.pdf</a>
BOR policy 301- Admission requirements	<a href="http://mus.edu/borpol/bor300/301.pdf">http://mus.edu/borpol/bor300/301.pdf</a>
BOR policy 504.2- Work Study Program	<a href="http://mus.edu/borpol/bor500/5042.htm">http://mus.edu/borpol/bor500/5042.htm</a>
BOR policy 940.30- Montana Tuition Assistance Program Eligibility Requirements	<a href="http://mus.edu/borpol/bor900/94030.htm">http://mus.edu/borpol/bor900/94030.htm</a>
BOR policy 1902- Minority Achievement	<a href="http://mus.edu/borpol/bor1900/1902.pdf">http://mus.edu/borpol/bor1900/1902.pdf</a>
Diversity resources	<a href="http://www.umt.edu/eo/diversity/default.php">http://www.umt.edu/eo/diversity/default.php</a>
BOR policy 203.5.2- Appeals	<a href="http://mus.edu/borpol/bor200/203-5-2.pdf">http://mus.edu/borpol/bor200/203-5-2.pdf</a>
BOR policy 770- Conflicts of Interest	<a href="http://mus.edu/borpol/bor700/770.pdf">http://mus.edu/borpol/bor700/770.pdf</a>
Employee's Guide to Standards of Conduct in Montana State Government	<a href="http://hr.mt.gov/content/hrpp/docs/Guides/standardsofconductguide.doc">http://hr.mt.gov/content/hrpp/docs/Guides/standardsofconductguide.doc</a>
UFA-UM Collective Bargaining Agreement	<a href="http://umt.edu/provost/faculty/CBAs/default.php">http://umt.edu/provost/faculty/CBAs/default.php</a>
Student Conduct Code	<a href="http://life.umt.edu/vpsa/student_conduct.php">http://life.umt.edu/vpsa/student_conduct.php</a>
UM policy 406.2- Ethical Standards of Conduct	<a href="http://www.umt.edu/policies/400-HumanResources/ethicalstandards.aspx">http://www.umt.edu/policies/400-HumanResources/ethicalstandards.aspx</a>
Montana Board of Regents	<a href="http://mus.edu/board/default.asp">http://mus.edu/board/default.asp</a>
BOR policy 204.3- Commissioner of Higher Education; Duties	<a href="http://mus.edu/borpol/bor200/204-3.pdf">http://mus.edu/borpol/bor200/204-3.pdf</a>
BOR policy 205.2- Presidents	<a href="http://mus.edu/borpol/bor200/205-2.pdf">http://mus.edu/borpol/bor200/205-2.pdf</a>
UM Organizational Chart	<a href="http://www.umt.edu/president/people/orgcharts/org_chart_July2013.pdf">http://www.umt.edu/president/people/orgcharts/org_chart_July2013.pdf</a>
Department Reports	<a href="http://umt.edu/provost/faculty/deptreports/default.php">http://umt.edu/provost/faculty/deptreports/default.php</a>
BOR policy 302- Academic Freedom	<a href="http://mus.edu/borpol/bor300/302.pdf">http://mus.edu/borpol/bor300/302.pdf</a>
UM policy 101.4	<a href="http://www.umt.edu/policies/100-AcademicAffairs/RandR-AcadPersonnel.aspx">http://www.umt.edu/policies/100-AcademicAffairs/RandR-AcadPersonnel.aspx</a>
BOR policy 301- Admission Requirements	<a href="http://mus.edu/borpol/bor300/301.pdf">http://mus.edu/borpol/bor300/301.pdf</a>

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# CHAPTER TWO: RESOURCES AND CAPACITY

## STANDARD 2A: GOVERNANCE

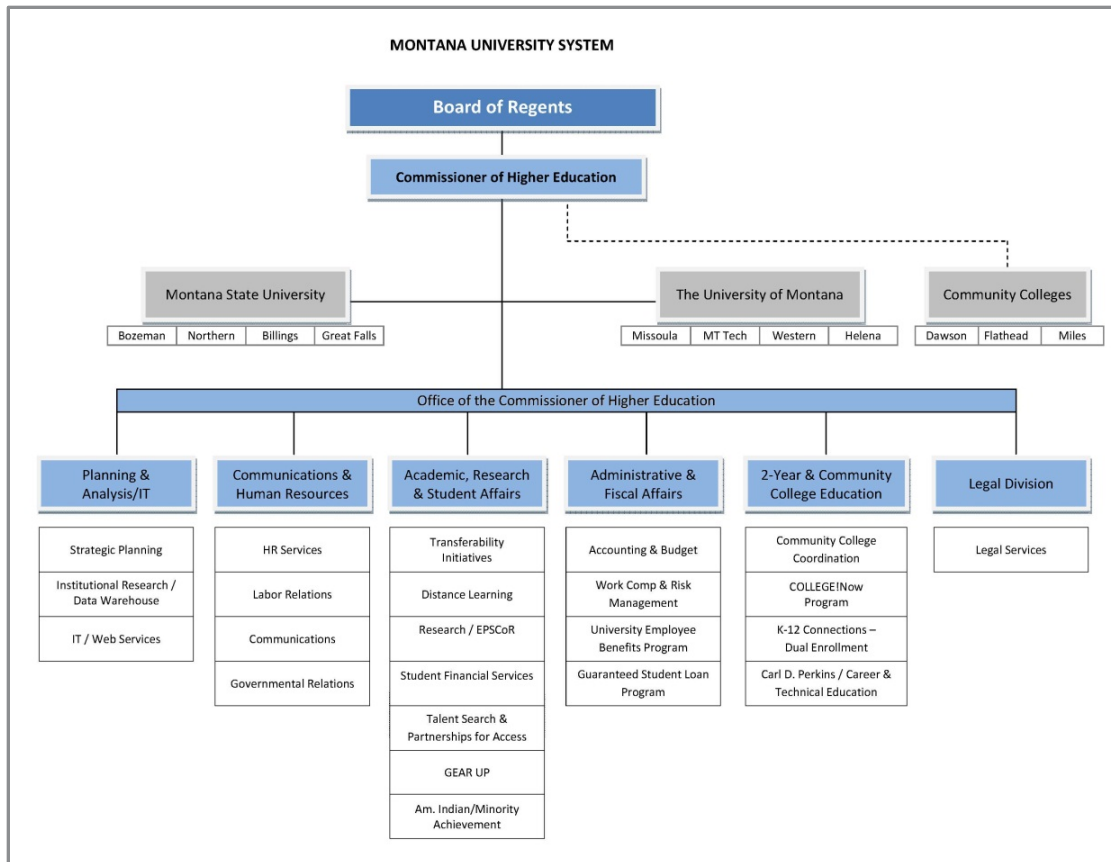


The Oval is the heart of UM's campus

**2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.**

The Montana University System (MUS) oversees Montana's 16 public universities and colleges, including the University of Montana. The [Montana State Board of Regents \(BOR\)](#) has full power, responsibility, and authority to supervise, coordinate, manage and control the Montana University System.

The BOR appoints a [commissioner of higher education](#) who serves as the chief executive officer of the MUS and oversees the activities of the Office of the Commissioner of Higher Education (OCHE). The commissioner executes, administers, and implements BOR policies and is responsible to the BOR. The commissioner is the supervisory link between the BOR and the governance and administrative units of the individual campuses. The duties of the commissioner of higher education are defined in [BOR policy 204.3](#).



The president of the University of Montana reports to the Board of Regents and commissioner of higher education. The president has authority to adopt regulations consistent with BOR bylaws and policies. The [President's Cabinet](#) comprises a number of vice presidents and administrators, each of whom report directly to the president. The chief executive officers of UM's affiliate campuses (Helena College, University of Montana Western, and Montana Tech of the University of Montana) report directly to the president as well.

The University of Montana is committed to the value of shared governance and collaboration between administration, faculty, staff, and students. Faculty members play a significant role in the shared governance of the University by participating in the Faculty Senate and its numerous committees.

How decisions are made about academic programs at UM reflects the University's commitment to shared governance. Proposals to create, modify or terminate academic programs are developed by faculty at the department level. All proposals must be accompanied by the signature of the department chair, the dean, the provost, and the chairs of any other departments the proposal will affect. The proposals are considered and approved by the appropriate Faculty Senate subcommittee and then the Faculty Senate, before being sent to the Board of Regents for approval.

As explained in its mission statement, the [University of Montana Staff Senate](#) facilitates communication and cooperation between the administration and the classified staff of the University of Montana. The Staff Senate also advocates for staff professional welfare.



The [Associated Students of the University of Montana \(ASUM\)](#) is the student government at the University of Montana. ASUM is the representative voice for UM students and its officers and senators serve on UM governance and decision-making committees.

Evidence-Standard 2.A.1	Web Address
Montana State Board of Regents	<a href="http://mus.edu/board/">http://mus.edu/board/</a>
Commissioner of Higher Education	<a href="http://mus.edu/che/default.asp">http://mus.edu/che/default.asp</a>
BOR policy 204.3-Commissioner of Higher Education; Duties	<a href="http://www.mus.edu/borpol/bor200/204-3.pdf">http://www.mus.edu/borpol/bor200/204-3.pdf</a>
President’s Cabinet	<a href="http://www.umt.edu/president/people/orgcharts/org_chart_July2013.pdf">http://www.umt.edu/president/people/orgcharts/org_chart_July2013.pdf</a>
University of Montana Staff Senate	<a href="http://www.umt.edu/staffsenate/">http://www.umt.edu/staffsenate/</a>
Associated Students of the University of Montana	<a href="http://life.umt.edu/asum/">http://life.umt.edu/asum/</a>

**2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.**

The division of authority and responsibility between the institution and the system is clearly explained in the Montana Constitution, Montana Code Annotated, Board of Regents bylaws, BOR policies and UM policies. A review of UM policies commenced in 2013 to ensure currency of language, intent, and compliance.

Under the Montana Constitution the BOR holds “full power, responsibility, and authority to supervise, coordinate, manage and control the Montana University System and shall supervise and coordinate other public educational institutions assigned by law.”

The role of the BOR in MUS governance is stated in several places:

- [The Constitution of the State of Montana](#) (Article X, Section 9(2)) establishes the BOR as a de facto fourth branch of government that is responsible for the governance of higher education;
- [Montana Code Annotated Title, 20, Chapter 25 \(20-25-301\)](#) defines the scope, duties and role of the BOR;
- [BOR policy 201.7](#) states the BOR’s mission and purpose and outline the relationship of the BOR to the MUS;
- [BOR policy 204.3](#) defines the roles and responsibilities of the Commissioner of Higher Education;
- [The Montana University System’s Strategic Plan](#) (2013) sets out the Board’s long-range plans in the areas of student access and affordability, workforce and economic development, and efficiency and effectiveness.

The role of the president of the University of Montana is clearly outlined in the following documents:

- [Montana Code Annotated Title 20, Chapter 25 \(20-25-305\)](#) describes the duties and authority of the Presidents of the University of Montana and Montana State University,
- [BOR policy 205.2](#) describes the duties and responsibilities of the President of the University of Montana.

Evidence-Standard 2.A.2	Web Address
Constitution of the State of Montana	<a href="http://courts.mt.gov/content/library/docs/72constit.pdf">http://courts.mt.gov/content/library/docs/72constit.pdf</a>

Montana Code Annotated, Title 20, Chapter 25 (20-25-301)	<a href="http://leg.mt.gov/bills/mca/20/25/20-25-301.htm">http://leg.mt.gov/bills/mca/20/25/20-25-301.htm</a>
BOR policy 201.7- By-laws	<a href="http://mus.edu/borpol/bor200/201-7.pdf">http://mus.edu/borpol/bor200/201-7.pdf</a>
BOR policy 204.3- Commissioner of Higher Education; Duties	<a href="http://mus.edu/borpol/bor200/204-3.pdf">http://mus.edu/borpol/bor200/204-3.pdf</a>
MUS Strategic Plan 2013	<a href="http://mus.edu/data/StratPlan/StrategicPlan.asp">http://mus.edu/data/StratPlan/StrategicPlan.asp</a>
Montana Code Annotated, Title 20, Chapter 25 (20-25-305)	<a href="http://leg.mt.gov/bills/mca/20/25/20-25-305.htm">http://leg.mt.gov/bills/mca/20/25/20-25-305.htm</a>
BOR policy 205.2- Presidents; Duties and Responsibilities	<a href="http://mus.edu/borpol/bor200/205-2.pdf">http://mus.edu/borpol/bor200/205-2.pdf</a>

**2.A.3 The institution monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.**

[BOR policy 320.2](#) requires UM to seek and to maintain accreditation from the Northwest Commission on Colleges and Universities (NWCCU) based on its own merits and the quality of its programs. The president has appointed an accreditation liaison officer who chairs the [University Assessment and Accreditation Committee](#). This committee, including two vice presidents, two deans, and two faculty, including the chair-elect of the Faculty Senate, plans for institutional assessment aligned with [University’s Strategic Plan](#) and monitors compliance with the NWCCU Standards.

The BOR is apprised of accreditation activities through a formal reporting process that is managed by OCHE. As for all MUS institutions undergoing accreditation, the BOR is notified of all site visits to UM by accreditation agencies. During the NWCCU accreditation process, UM submits its self-study documentation and all evaluation reports to OCHE. OCHE in turn provides the board of regents with a report that includes the self-study documentation and any subsequent findings.

Evidence-Standard 2.A.3	Web Address
BOR policy 320.2- Accreditation	<a href="http://www.mus.edu/borpol/bor300/320-2.pdf">http://www.mus.edu/borpol/bor300/320-2.pdf</a>
University Assessment and Accreditation Committee	<a href="http://www.umt.edu/committees/uassessment.aspx">http://www.umt.edu/committees/uassessment.aspx</a>
UM Strategic Plan	<a href="http://www.umt.edu/planningassessmentcontinuum/plan/UMstrategicPlans.aspx">http://www.umt.edu/planningassessmentcontinuum/plan/UMstrategicPlans.aspx</a>

## Governing Board

**2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.**

The [BOR consists of seven members](#) appointed by the governor and confirmed by the state senate to overlapping terms, as provided by law. One of the members is a full time student from one of the Montana institutions of higher education. Regents serve terms of seven years, except for the student member whose term lasts for not less than one year and not more than four years. Ex officio members of the board include the governor of Montana, the superintendent of public instruction, and the commissioner of higher education.

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To represent the public interest and diverse elements of the constituencies of the MUS, not more than four of the regents may be from one U.S. Congressional district. Currently this is a moot point since Montana has only one congressional district. Not more than four regents may be affiliated with the same political party, as specified by [Article 3 of the BOR bylaws](#).

The officers of the BOR consist of a chairman, vice chairman and secretary. The chairman and vice chairman are elected from among the board members for two-year terms, or until their appointment to the board expires, whichever occurs earlier. The commissioner of higher education serves as secretary to the board and is charged with implementing BOR policies and decisions. The current commissioner of higher education is Clayton Christian, who was appointed in 2012.

Evidence-Standard 2.A.4	Web Address
Board of Regents Members	<a href="http://mus.edu/board/BORmembers.asp">http://mus.edu/board/BORmembers.asp</a>
BOR policy 201.7- By-laws	<a href="http://mus.edu/borpol/bor200/201-7.pdf">http://mus.edu/borpol/bor200/201-7.pdf</a>

**2.A.5 The board acts only as a committee of the whole, no member of subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.**

The BOR is a public entity and conducts its meetings in a manner that protects the constitutional rights of the public to participate and to observe deliberations of public bodies. BOR bylaws state that a majority of the appointed members of the board shall constitute a quorum. As provided in the bylaws, the Board meets not less than quarterly, and may hold other meetings called by the governor, the chairman of the BOR, the secretary, or on the request of four appointed members. In practice, the BOR holds meetings every two months either in Helena or on the various campuses of the Montana University System. Advance public notice is given of all meetings and the [agendas and minutes of all BOR meetings](#) are posted on the BOR website. Faculty, student, and classified staff representatives from throughout the Montana University System attend the regularly scheduled BOR meetings and assist the BOR in understanding the viewpoints of these constituencies.

Decisions are made by a vote of the BOR as a committee of the whole, after hearing the recommendations by BOR committees. These include: Academic, Research, and Student Affairs; Administrative, Budget and Audit Oversight; Staff and Compensation; Two-Year and Community College; and Montana Family Education Savings Program Oversight. All committees are appointed by the BOR chair.

The BOR has developed specific protocols for the submission, review, and approval of academic and administrative proposals. To respond in a timely and thoughtful manner to academic and administrative proposals from the MUS campuses, four of the regularly scheduled meetings are devoted primarily to academic and administrative agenda items. To facilitate the careful review of academic and administrative proposals and to develop expertise among board members in each area, the Academic, Research and Student Affairs Committee and the Administrative, Budget and Audit Oversight Committee provide preliminary reviews and recommendations to the full board on all academic and administrative proposals.

Evidence-Standard 2.A.5	Web Address
BOR Meeting Agendas and Minutes	<a href="http://mus.edu/board/meetings/agendas-and-minutes.asp">http://mus.edu/board/meetings/agendas-and-minutes.asp</a>

**2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.**

The duties, organizational structure and operating procedures of the BOR are all matters of public record. In particular, 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 Board members.

Per [BOR policy 219](#), the Board reviews institutional mission statements every three years; in addition, any revised copies of mission statements must be sent to the BOR after any BOR meeting where a mission change is approved. [BOR policy 303.10](#) requires MUS campuses to disclose their plans for new academic programs. The purpose of the policy is to give the Board prior notice of the academic programs different institutions are developing and to encourage collaboration and cooperation in the delivery of academic programs when appropriate. [Academic program plans](#) are reported by each campus for the next three-year period, including a list of programs that may be submitted to the BOR for its review in the upcoming year.

Evidence-Standard 2.A.6	Web Address
BOR Policy & Procedures Manual	<a href="http://mus.edu/borpol/default.asp">http://mus.edu/borpol/default.asp</a>
BOR Code of Expectations	<a href="http://www.mus.edu/board/CodeOfExpectations.pdf">http://www.mus.edu/board/CodeOfExpectations.pdf</a>
BOR policy 219- Mission Statements; Montana University System	<a href="http://mus.edu/borpol/bor200/219.pdf">http://mus.edu/borpol/bor200/219.pdf</a>
BOR policy 303.10- Academic Program Planning	<a href="http://mus.edu/borpol/bor300/303-10.pdf">http://mus.edu/borpol/bor300/303-10.pdf</a>
Academic Program plans	<a href="http://mus.edu/che/arsa/AcademicPlans/default.asp">http://mus.edu/che/arsa/AcademicPlans/default.asp</a>

**2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.**

The BOR is ultimately responsible for the quality and integrity of all MUS institutions. It selects and evaluates the chief executive officer/president, considers and approves the mission of each MUS institution, and is concerned with the provision of adequate funds to each institution. The board exercises broad oversight to ensure compliance with institutional policies, and delegates to the chief executive officer/president the responsibility to implement and administer these policies.

Procedures for review and evaluation of University administrators are clearly delineated in [BOR policy 705.2](#). The regents and commissioner conduct an annual evaluation of each president. Each president, in turn, shares results of the performance of upper level administrators with the regents and commissioner in conjunction with the discussion of any proposed salary adjustments for the coming year.

Evidence-Standard 2.A.7	Web Address
BOR policy 705.2-Performance evaluations; Presidents	<a href="http://mus.edu/borpol/bor700/705-2.pdf">http://mus.edu/borpol/bor700/705-2.pdf</a>

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**2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.**

The BOR conducts self-evaluation meetings biennially, with the most recent completed in July 2012. In addition, the board regularly reviews and revises policies directly related to the effective and efficient execution of its responsibilities.

## Leadership and Management

**2.A.9 The institution has an effective system of leadership, staffed by qualified administrators with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.**

The UM President's Cabinet organizational chart indicates how the University's administration is structured; each sector that reports to the president is led by a senior administrator. The [Planning-Assessment Continuum](#), one of the University's core themes systematizes planning, budgeting, implementation, and assessment of progress toward mission fulfillment at UM.

- [University Planning Committee](#)
  - chaired by the provost and vice president for academic affairs
- [University Budget Committee](#)
  - chaired by the vice president for administration and finance
- [Council of Vice Presidents](#)
  - responsible for implementation
- [University Assessment & Accreditation Committee](#)
  - chaired by the accreditation liaison officer

The Planning-Assessment Continuum produces tangible results and serves as the foundation for UM's four additional core themes: Partnering for Student Success, Education for the Global Century, Discovery and Creativity to Serve Montana and the World and Dynamic Learning Environment.

Evidence-Standard 2.A.9	Web Address
Planning-Assessment Continuum	<a href="http://www.umt.edu/planningassessmentcontinuum/">http://www.umt.edu/planningassessmentcontinuum/</a>
University Planning Committee	<a href="http://www.umt.edu/planningassessmentcontinuum/plan/PlanningCommittee.aspx">http://www.umt.edu/planningassessmentcontinuum/plan/PlanningCommittee.aspx</a>
University Budget Committee	<a href="http://www.umt.edu/planningassessmentcontinuum/budget/budgetcommittee1.aspx">http://www.umt.edu/planningassessmentcontinuum/budget/budgetcommittee1.aspx</a>
Council of Vice Presidents	<a href="http://www.umt.edu/planningassessmentcontinuum/implement/CouncilofVPs/default.aspx">http://www.umt.edu/planningassessmentcontinuum/implement/CouncilofVPs/default.aspx</a>
University Assessment & Accreditation Committee	<a href="http://www.umt.edu/planningassessmentcontinuum/assess/AssessmentCommittee/default.aspx">http://www.umt.edu/planningassessmentcontinuum/assess/AssessmentCommittee/default.aspx</a>

**2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.**

[Royce C. Engstrom](#) became the 17th president of the University of Montana on October 15, 2010. As chief executive officer, President Engstrom provides leadership by defining institutional goals, establishing priorities, and overseeing the development of strategic plans for each unit, in consultation with faculty, staff, and administrators.

The president's duties are specified in [BOR policy 205.2](#). The president of UM has oversight responsibilities for UM's affiliate campuses: Montana Tech of UM, UM Western, and Helena College UM. The president is also expected to take a leadership role in establishing University priorities, articulating those priorities to the BOR and the Legislature, and translating the priorities of the University into specific budget requests to the commissioner of higher education and through the BOR to the Legislature. The president attends BOR meetings as an ex officio member.

[The Montana Code Annotated \(20-0-25-305\) section entitled "President – Power and Duties"](#) outlines the position's statutory duties. [UM policy 406.2](#) states that the University of Montana, including its administrators, adheres to ethical standards of conduct and to conflict of interest provisions of state and federal law and Montana University System policy. Section 2.A.21-26 below on institutional integrity provides a thorough discussion of the ethical conduct expected of administrators, faculty, staff and students.

The president is the primary advocate for the University, advancing its teaching, research, and public service roles and explaining its priorities to the public. The president fosters the relationship between the University and citizens of Montana by emphasizing the University's value as a resource for the state and its citizens. The president also emphasizes UM's commitment to student success both inside and outside the classroom, and supports student recruitment and retention efforts.

The president meets weekly with the [members of the President's Cabinet](#) to apprise UM sector leaders of issues and activities that span organizational units and campus committees. Cabinet members and guest presenters provide a wide range of perspectives on new and existing initiatives, policies, and programs. Chaired by the president, the meeting includes the UM senior administrators listed below (2.A.11), along with the president and chief executive officer of the University of Montana Foundation.

Evidence-Standard 2.A.10	Web Address
President Royce C. Engstrom	<a href="http://umt.edu/president/Biography/default.php">http://umt.edu/president/Biography/default.php</a>
BOR policy 205.2- Presidents; Duties and Responsibilities	<a href="http://mus.edu/borpol/bor200/205-2.pdf">http://mus.edu/borpol/bor200/205-2.pdf</a>
Montana	<a href="http://leg.mt.gov/bills/mca/20/25/20-25-305.htm">http://leg.mt.gov/bills/mca/20/25/20-25-305.htm</a>
University of Montana policy 406.2	<a href="http://www.umt.edu/policies/400-HumanResources/ethicalstandards.aspx">http://www.umt.edu/policies/400-HumanResources/ethicalstandards.aspx</a>
President's Cabinet members	<a href="http://www.umt.edu/president/people/orgcharts/default.php">http://www.umt.edu/president/people/orgcharts/default.php</a>

**2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.**

The following senior administrators report to the president and chief executive officer of the University of Montana, and meet weekly as part of the President's Cabinet:

- provost and vice president for academic affairs
- vice president for administration and finance
- vice president for research and creative scholarship
- vice president for student affairs
- vice president for integrated communications
- chief information officer
- alumni director
- legal counsel

- director of athletics
- equal opportunity and affirmation action director

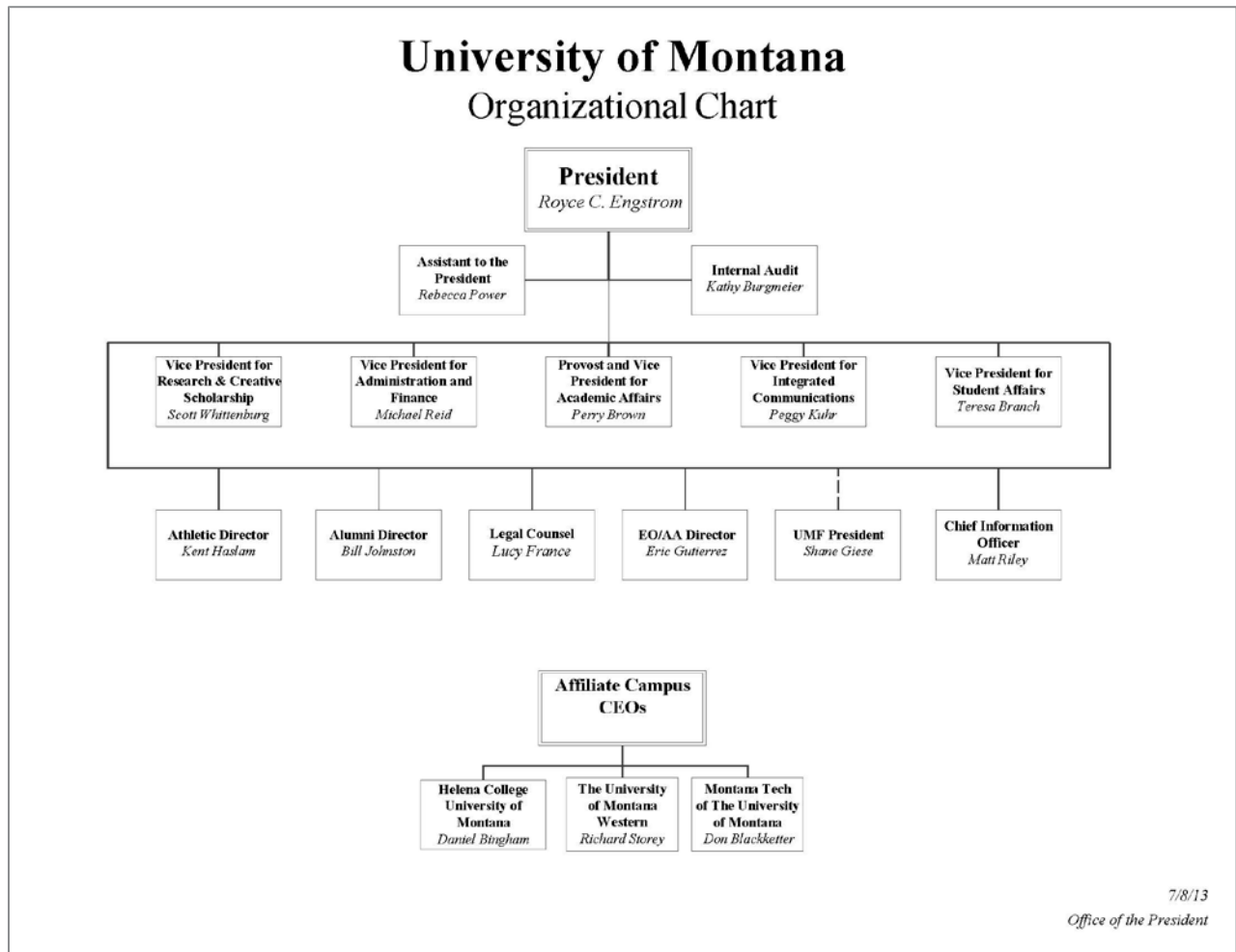
The following leaders of UM’s affiliate campuses report to the president of the University of Montana as well, although they meet on a less frequent basis:

- Helena College University of Montana
- The University of Montana Western
- Montana Tech of the University of Montana

The president of the University of Montana has a consultative relationship with:

- University of Montana Foundation
- Faculty Senate
- Staff Senate
- Associated Students of the University of Montana (ASUM)
- Graduate Student Association

In addition, the president oversees Internal Audit and President’s Office staff.



UM uses a number of advisory councils or boards that play an important role in institutional decision making. They seek input from their various constituencies and offer advice on effective leadership and

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management of the University. They are also active in advancing the mission, core themes, and strategic initiatives to the community and to the alumni of the institution.

## Policies and Procedures

### *Academics*

**2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.**

Academic policies are clearly stated in the following documents, all of which are available online:

- [UM policies website](#)
- [Academic Policies and Procedures section of the UM course catalog](#)
- [UFA-UM Collective Bargaining Agreement \(UFA-UM CBA\)](#)

Evidence-Standard 2.A.12	Web Address
University of Montana policies	<a href="http://umt.edu/policies/">http://umt.edu/policies/</a>
Academic Policies and Procedures (Course Catalog)	<a href="http://www.umt.edu/catalog/acad/acadpolicy/">http://www.umt.edu/catalog/acad/acadpolicy/</a>
UFA-UM CBA	<a href="http://www.umt.edu/provost/faculty/CBAs/default.php">http://www.umt.edu/provost/faculty/CBAs/default.php</a>

**2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.**

The Mansfield Library maintains and displays policies that ensure timely access to library materials by all users. [Circulation policies](#) detail access and borrowing privileges for monograph and media materials; remote and in-library access to databases; information on Reserve Materials for class use; and include a Fine and Fee schedule for overdue and damaged materials. [Interlibrary loan policies](#) explain who may use the services, costs, time factors, and penalties for non-retrieval or loss of items. [Document delivery policies](#) outline privileges and procedures for that service.

Evidence-Standard 2.A.13	Web Address
Mansfield Library circulation policies	<a href="http://www.lib.umt.edu/node/319">http://www.lib.umt.edu/node/319</a>
Interlibrary loan policies	<a href="http://www.lib.umt.edu/policies/ill">http://www.lib.umt.edu/policies/ill</a>
Document delivery policies	<a href="http://www.lib.umt.edu/Document+Delivery+Policies">http://www.lib.umt.edu/Document+Delivery+Policies</a>

**2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.**

The University of Montana has a [system of articulation agreements](#) with colleges and universities in the state of Montana, the region and nation. Following a system-wide Transfer Audit by the Montana State Legislature in 2004, additional mechanisms were put into place by the BOR. [BOR policy 301.5](#) and [BOR policy 301.5.1](#) establish a system of controls and decision-making throughout the MUS to ensure fair and equitable evaluation of transfer credits for students.



In 2007, [BOR policy 301.5.5](#) was approved, which calls for equivalent course identification and numbering for undergraduate coursework. In response, the MUS created a [Transfer Initiative \(Common Course Numbering\)](#), in which faculty members from institutions across Montana met in Faculty Learning Outcomes Councils to identify courses that could be considered equivalent (or not) across the system based on learning outcomes. All courses were re-numbered system-wide, and now feature a set of common courses with identical numbers and a set of unique courses with distinct numbers primarily at the upper-division level.

Evidence-Standard 2.A.14	Web Address
Transfer equivalencies/articulation agreements	<a href="https://webprocess.umt.edu/cyberbear/uwskxfer.P_SelState">https://webprocess.umt.edu/cyberbear/uwskxfer.P_SelState</a>
BOR policy 301.5-Transfer of credits	<a href="http://mus.edu/borpol/bor300/301-5.pdf">http://mus.edu/borpol/bor300/301-5.pdf</a>
BOR policy 301.5.1- System of Controls	<a href="http://mus.edu/borpol/bor300/301-5-1.pdf">http://mus.edu/borpol/bor300/301-5-1.pdf</a>
BOR policy 301.5.5- Equivalent course identification and numbering	<a href="http://mus.edu/borpol/bor300/301-5-5.pdf">http://mus.edu/borpol/bor300/301-5-5.pdf</a>
MUS Common Course Numbering	<a href="http://www.mus.edu/Qtools/CCN/CCN.asp">http://www.mus.edu/Qtools/CCN/CCN.asp</a>

### *Students*

**2.A.15 Policies and procedures regarding students’ rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.**

The [Student Conduct Code](#) governs all student conduct at the University of Montana. Student enrollment presupposes a commitment to the principles and policies embodied in the code. The Student Conduct Code represents and describes the ideals of academic honesty, integrity, human rights, and responsible citizenship. It sets forth University jurisdiction, student rights, standards of academic and general student conduct, and procedures for adjudicating charges of academic and general misconduct. The vice president for student affairs and the provost and vice president for academic affairs provide oversight of the Student Conduct Code.

The Student Conduct Code is available in its entirety online, and is published in unabridged and abridged formats. The abridged document is distributed to students in pamphlet form during new student orientation, while unabridged copies are given to students involved with an investigation. Additional copies of each type of document are available on request from the offices of Residence Life, the vice president for student affairs, the dean of students, ASUM, and the provost.

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

The University’s alcohol policies are found unabridged in the [Annual Security and Fire Safety Report](#). An abridged alcohol brochure is distributed to students during New Student Orientation, in the residence halls and to leaders of student organizations when they seek student government recognition of their organizations. The Office of the Vice President of Student Affairs website also provides [alcohol policies](#).

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The [Student Services section of the course catalog](#) describes in detail students' rights to privacy under the Family Educational Rights and Privacy Act (FERPA) and provides information on the student complaint procedure.

The [Equal Opportunity/Affirmative Action Office's website](#) provides information on discrimination and harassment prevention policies as well as a number of resources for students on all aspects of equal opportunity.

[Disability Services for Students](#) (DSS) ensures that all UM programs are accessible to and usable by all students. Their website includes information on policies and procedures relating to students with disabilities.

Evidence-Standard 2.A.15	Web Address
Student Conduct Code	<a href="http://life.umt.edu/vpsa/student_conduct.php">http://life.umt.edu/vpsa/student_conduct.php</a>
Annual Security and Fire Safety Report	<a href="http://www.umt.edu/publicsafety/docs/AnnualSecurityFireSafetyReport.pdf">http://www.umt.edu/publicsafety/docs/AnnualSecurityFireSafetyReport.pdf</a>
Alcohol Policies	<a href="http://life.umt.edu/vpsa/alcohol_policies.php">http://life.umt.edu/vpsa/alcohol_policies.php</a>
Student Services (Course Catalog)	<a href="http://www.umt.edu/catalog/eso/Services/student_serv.html">http://www.umt.edu/catalog/eso/Services/student_serv.html</a>
Equal Opportunity/Affirmative Action	<a href="http://www.umt.edu/eo/">http://www.umt.edu/eo/</a>
Disability Services for Students	<a href="http://life.umt.edu/dss/">http://life.umt.edu/dss/</a>

**2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—is clearly defined, widely published, and administered in a fair and timely manner.**

The BOR first established admission policies for the MUS in 1986, and completed the most recent update in April 2008. [Section 300 of BOR policy](#) was developed to ensure that students entering the university system possess the basic skills and academic foundation to benefit from and succeed in a higher education environment. Admission requirements include meeting performance standards as well as completing a comprehensive college preparatory curriculum. The [Enrollment Services-Admissions website](#) is a comprehensive source of information on admissions and placement policies and procedures.

In-state undergraduates must meet the requirements of the [College Preparatory Program of the State of Montana](#), 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.

Since fall 2010, in order 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 course level for math and writing ([BOR policy 301.1](#)). At UM, course placement is based on the ALEKS (Assessment and Learning in Knowledge Spaces) math score and the College Writing placement score. Advisors use the scores to determine the most appropriate math or writing course for students during registration. Registration blocking occurs in CyberBear, UM's secure web registration tool, to ensure students enroll in the appropriate course.

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Successful [completion of advanced credits](#) such as AP (Advanced Placement), IB (international Baccalaureate), CLEP (College Level Examination Program), and GAC (Global Assessment Certificate) may fulfill certain requirements for math and writing. UM and Missoula College also participate in [pre-college programs](#) such as K-12 Dual Enrollment and the Montana Digital Academy, which give high school students the opportunity to earn college credits. Placement information is available on the [Enrollment Services-Admissions website](#) as well as the [Dual Enrollment website](#).

Faculty in individual departments may specify other requirements for admission to their programs. Similarly, graduation requirements for individual majors are also created by program faculty and approved by the Faculty Senate. The course catalog contains [requirements for graduation](#), and each potential graduate must submit an application for graduation through the Registrar’s Office.

Students may be placed on probation and/or suspended 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 the University in poor academic standing to petition for the exclusion of selected semesters from GPA calculation after readmission.

Evidence-Standard 2.A.16	Web Address
BOR policy Section 300-Academic Affairs	<a href="http://mus.edu/borpol/bor300/bor300.asp">http://mus.edu/borpol/bor300/bor300.asp</a>
Enrollment Services-Admissions	<a href="http://admissions.umt.edu/">http://admissions.umt.edu/</a>
MUS College Preparatory Program	<a href="http://mus.edu/che/arsa/CollegePrep/hscpindex.asp">http://mus.edu/che/arsa/CollegePrep/hscpindex.asp</a>
BOR policy 301.1	<a href="http://mus.edu/borpol/bor300/301-1.pdf">http://mus.edu/borpol/bor300/301-1.pdf</a>
Completion of advanced credits	<a href="http://admissions.umt.edu/admissions/freshman/advanced-credits">http://admissions.umt.edu/admissions/freshman/advanced-credits</a>
Pre-college programs	<a href="http://admissions.umt.edu/admissions/pre-college-programs/">http://admissions.umt.edu/admissions/pre-college-programs/</a>
Dual Enrollment programs	<a href="http://www.mc.umt.edu/dualenrollment/">http://www.mc.umt.edu/dualenrollment/</a>
Graduation Requirements	<a href="http://www.umt.edu/catalog/acad/gradreqs/default.html">http://www.umt.edu/catalog/acad/gradreqs/default.html</a>
Academic Forgiveness Policy	<a href="http://www.umt.edu/registrar/academicforgivenesspolicy.aspx">http://www.umt.edu/registrar/academicforgivenesspolicy.aspx</a>

**2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.**

Depending on the co-curricular activity, policies are established that clearly define the roles and responsibilities of students and the University for those activities.

**Internships**

Students are encouraged to enroll and participate in activities and programs beyond the classroom. Many majors, such as Environmental Studies and Journalism, require students to engage in internships. The [Student Internship Guidelines](#) explain eligibility, how to find an internship, and how to get internship credit.

**Student Organizations**

Over 200 student organizations are recognized by ASUM and listed in the [Student Involvement Guide](#), published by ASUM and the University Center. ASUM-recognized student organizations must fulfill certain requirements found on their [Student Group Recognition Application](#). ASUM’s administrative personnel advise recognized student organizations about organizational policies. Student organizations are provided with a copy of ASUM’s fiscal policy, as well as guidelines on obtaining funding and managing accounts.

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In addition, ASUM requires student members of newly formed student organizations to indicate that they have read and will abide by [UM's alcohol and drug policies](#). This requirement is a component of the University's risk management recommendations to ASUM in recognizing student organizations.

### **Greek Life**

Fraternity and Sorority Involvement supports Greek life at UM. The [Fraternity and Sorority Involvement website](#) articulates the values and expectations of students participating in fraternity and sorority activities.

### **Travel Abroad**

Any student or employee traveling abroad on University business (such as study abroad and participation in field courses or research) must indicate their travel plans to the University via the [International Travel Registry](#) per [UM policy 305.1](#). This policy was recently adopted to help UM travelers remain as safe as possible.

### **Student Publications and Media**

Article 9 of the [ASUM Constitution](#), in conjunction with BOR policy, mandates the creation of a publications board that oversees general operations of all ASUM publications, including the [student-run radio station KBGA](#) and student-run newspaper the [Montana Kaimin](#). The [ASUM Personnel Policy](#) (section 4.6) further defines the roles and responsibilities of students and the institution as concerns KBGA and the Kaimin.

### **Social Media**

Because of the rapidly changing nature of social media platforms, a set of [social media guidelines](#) was developed to help University offices and student groups use these tools appropriately.

<a href="#">Evidence-Standard 2.A.17</a>	Web Address
Student Internship Guidelines	<a href="http://www.umt.edu/internships/students/">http://www.umt.edu/internships/students/</a>
Student Involvement Guide	<a href="http://life.umt.edu/CampusLife/guide/">http://life.umt.edu/CampusLife/guide/</a>
ASUM Student Group Recognition Application	<a href="http://life.umt.edu/asum/docs/Recognition%20Form%20FY14.pdf">http://life.umt.edu/asum/docs/Recognition%20Form%20FY14.pdf</a>
Alcohol and Drug Policies	<a href="http://life.umt.edu/asum/student_groups/alcohol_drug.php">http://life.umt.edu/asum/student_groups/alcohol_drug.php</a>
Fraternity and Sorority Involvement	<a href="http://life.umt.edu/fsi/">http://life.umt.edu/fsi/</a>
International Travel Registry	<a href="http://umt.edu/international-programs/international-travel-registration/default.php">http://umt.edu/international-programs/international-travel-registration/default.php</a>
UM policy 305.1- International Travel Registry	<a href="http://umt.edu/policies/300-Financial/travelinternational%20registry.aspx">http://umt.edu/policies/300-Financial/travelinternational%20registry.aspx</a>
ASUM Constitution	<a href="http://life.umt.edu/asum/about_asum/gov_docs/constitution.php">http://life.umt.edu/asum/about_asum/gov_docs/constitution.php</a>
KBGA Radio Station	<a href="http://kbga.org/wp/">http://kbga.org/wp/</a>
Montana Kaimin	<a href="http://www.montanakaimin.com/">http://www.montanakaimin.com/</a>
ASUM Personnel Policy	<a href="http://life.umt.edu/asum/about_asum/gov_docs/personnel_policy.php">http://life.umt.edu/asum/about_asum/gov_docs/personnel_policy.php</a>
Social Media Guidelines	<a href="http://umt.edu/webcommittee/social_media.aspx">http://umt.edu/webcommittee/social_media.aspx</a>

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## Human Resources

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

[BOR policy section 700 \(personnel\)](#) and [BOR policies section 800 \(compensation\)](#) outline personnel and compensation policies for the University of Montana. UM's Human Resource Services (HRS) also maintains and publishes [UM's personnel policies](#).

To ensure HRS policies and procedures are consistent, fair and equitable, they are reviewed internally by HRS as scheduled or as requested by the UM administration and the BOR. A complete HRS policy and procedure review was initiated in summer 2013.

Evidence-Standard 2.A.18	Web Address
BOR policy section 700- Personnel	<a href="http://mus.edu/borpol/bor700/bor700.asp">http://mus.edu/borpol/bor700/bor700.asp</a>
BOR policy section 800- Compensation	<a href="http://mus.edu/borpol/bor800/bor800.asp">http://mus.edu/borpol/bor800/bor800.asp</a>
UM Human Resource Services personnel policies	<a href="http://www.umt.edu/hrs/Personnel%20Policies/default.aspx">http://www.umt.edu/hrs/Personnel%20Policies/default.aspx</a>

2.A.19 Employees 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, right and responsibilities and criteria and procedures for evaluation, retention, promotion and termination are available to employees through a number of channels, including the HRS website, the [UFA-UM CBA](#), the [OCHE Communications and Human Resources website](#) and others as described below.

### Non-faculty Employees

Position descriptions are created for specific positions and approved by supervisors and employees. Compensation guidelines, performance management and evaluation policies, rights and responsibilities and FAQs are available on the [University of Montana HRS website](#). This information is also relayed at [Welcome U](#), mandatory employee orientation sessions.

### Faculty

All new faculty receive an initial appointment letter, which indicates whether or not they are part of the University Faculty Association (UFA), the collective bargaining unit for all tenure-track and tenured faculty and for non-tenure track faculty who are over 0.5 FTE and have worked at UM for two consecutive semesters or more. The letter also describes the conditions of their employment, and further explains their rights and responsibilities under the UFA-UM CBA.

All UM standards for faculty evaluation, retention, promotion, and termination are set forth in the UFA-UM CBA. Missoula College standards for evaluation, retention, promotion, and termination are contained in its CBA. Individual departmental unit standards, which are used in conjunction with the UFA-UM CBA, are posted on the [Office of the Provost website](#).

The [Faculty Development Office \(FDO\)](#) is another resource for faculty members. As its mission explains, the FDO “coordinates and develops opportunities for faculty to grow professionally and personally. The Office provides resources to foster teaching, research/creative activity, and service. It aims to sustain faculty professional goals, promote career satisfaction and advancement, and support the mission of the University of Montana.” In addition, new faculty members participate in orientation and training programs tailored to their needs and interests.

Evidence-Standard 2.A.19	Web Address
UFA-UM CBA	<a href="http://www.umt.edu/provost/faculty/CBAs/default.php">http://www.umt.edu/provost/faculty/CBAs/default.php</a>
OCHE Communications & Human Resources Division	<a href="http://www.mus.edu/hr/default.asp">http://www.mus.edu/hr/default.asp</a>
Human Resource Services	<a href="http://www.umt.edu/hrs/">http://www.umt.edu/hrs/</a>
WelcomeU	<a href="http://www.umt.edu/hrs/Welcome%20U/default.aspx">http://www.umt.edu/hrs/Welcome%20U/default.aspx</a>
Office of the Provost	<a href="http://www.umt.edu/provost/">http://www.umt.edu/provost/</a>
Faculty Development Office	<a href="http://www.umt.edu/provost/faculty/faculty-development-office/">http://www.umt.edu/provost/faculty/faculty-development-office/</a>

**2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.**

UM’s central HRS records are maintained in a locked file room, and departments that maintain confidential records keep them in locked cabinets as well. Only employees with a legitimate reason, as determined by HRS, are allowed to view confidential personnel materials. Those who are considered eligible to view personnel records are typically the employee and the employee’s supervisor as well as HRS staff. All HRS employees are committed to confidentiality, which is emphasized in their specific orientation sessions and reiterated continuously.

*Institutional Integrity*

**2.A.21 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 assure integrity in all representations about its mission, programs, and services.**

UM is committed to transparent, accurate and direct communication with students, employees and the public about the University’s operations, accomplishments, achievements and challenges. University communications personnel strive for the highest standards of accuracy and consistency in every communication medium, from print publications and websites to videos, e-mails, or social media channels.

[University Relations](#) (UR) serves as the official conduit for news releases and other information distributed to the media, and as a resource for other University departments. UR’s publications convey information about the University’s mission, goals, programs, faculty, staff, and students to a number of audiences including parents, alumni, legislators, and the general public. UR publications project a common, constant message about the University’s overall mission, and are reviewed periodically to maintain relevance.

In 2013, UR undertook an ambitious project to standardize the appearance and overall messaging on all of the webpages that make up the [University of Montana website](#). This ongoing project has increased the

effectiveness of UM’s external messaging. The University website is increasingly important in terms of expressing UM’s academic intentions and advertising its academic programs and services to students. The increased use of video on the website as well as the creation of a [UM Facebook page](#) and a [UM YouTube channel](#) has allowed the University to disseminate information about its academic programs and services to students in a number of new ways.

The president remains the official University spokesperson on significant matters of policy and public interest. In the absence of the president, the vice president for integrated communications or other designated individuals become the spokesperson as needed.

The University complies with state and national laws relating to publications. For example, [UM policy 602](#) provides guidance on how to respond to media requests. In addition, [Montana Code Annotated Title 2, Chapter 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.

Evidence-Standard 2.A.21	Web Address
University Relations	<a href="http://www.umt.edu/urelations/">http://www.umt.edu/urelations/</a>
University of Montana homepage	<a href="http://www.umt.edu/">http://www.umt.edu/</a>
UM Facebook page	<a href="https://www.facebook.com/umontana">https://www.facebook.com/umontana</a>
UM YouTube Channel	<a href="http://www.youtube.com/user/UniversityOfMontana">http://www.youtube.com/user/UniversityOfMontana</a>
UM policy 602	<a href="http://www.umt.edu/policies/600-PublicRelations/news.aspx">http://www.umt.edu/policies/600-PublicRelations/news.aspx</a>
Montana Code Annotated Title 3, Chapter 3	<a href="http://leg.mt.gov/bills/mca_toc/2_3.htm">http://leg.mt.gov/bills/mca_toc/2_3.htm</a>

**2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.**

The University’s mission is grounded in a core belief that individual board members, administrators, faculty, and staff 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*.

**The Montana Creed: Statement of Ethical Principles**

The University of Montana community has core ethical commitments. In order to thrive, we invite all members of the University of Montana to take these values into consideration when making decisions that affect the community:

- respecting the dignity, rights and differences of all persons,
- practicing personal responsibility, honesty, trustworthiness, and academic integrity,
- safeguarding the public trust by being good stewards of institutional resources,
- promoting justice, learning, academic freedom, service, and cultivating individual potential,
- respecting Montana’s natural environment.

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As a public institution, the University of Montana adheres to federal, state, and local laws.

- BOR policy mandates a framework for the University's policies regarding academic freedom, ethical conduct, and conflict of interest. The policies articulate a balanced and fair approach for University guidelines in response to the needs of the public, students, and employees.
- 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.
- [Montana Code Annotated Title 2, Chapter 2](#) includes a code of ethics and standards of conduct which apply to all state employees, including University administrators, faculty, and staff.

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

### **UM Employees are Montana State Employees**

All University employees are considered public employees and are therefore subject to [Montana Code Annotated 2-2-121](#), which prohibits the following:

- Engaging in a substantial financial transaction for private business purposes with a person whom the employee inspects or supervises in the course of official duties;
- Assisting any person for a fee or other compensation in obtaining a contract, claim, license, or other economic benefit from the University;
- Assisting any person for a contingent fee in obtaining a contract, claim, license, or other economic benefit from any agency;
- Performing an official act directly and substantially affecting to its economic benefit a business or other undertaking in which the employee either has a substantial financial interest or is engaged as counsel, consultant, representative, or agent; or
- Soliciting or accepting employment, or engaging in negotiations or meetings to consider employment, with a person whom the officer or employee regulates in the course of official duties without first giving written notification to the officer or employee's supervisor and department director.

In addition to these standards for public employees, there are standards of conduct that are specific to each professional role. These standards of conduct are outlined in collective bargaining agreements, role descriptions, and code of conduct documents.

In 2013, as mandated in an agreement with the United States Department of Justice, the University developed a Discrimination Prevention Tutorial for all employees. The purpose of this tutorial was to ensure that all employees receive information on the [UM discrimination, harassment, sexual misconduct and retaliation policy](#), understand a number of concepts around the topics of discrimination, harassment and retaliation and how to report discrimination or harassment. A [discrimination prevention website](#) was developed to accompany the tutorial and provide additional resources to anyone who might seek further information on these topics.

### **Faculty Standards of Conduct**

The [University Faculty Association](#) (UFA) represents all eligible faculty members on the four-year campus, and its [Collective Bargaining Agreement](#) (UFA-UM CBA) with the Montana University System outlines a variety of professional expectations related to conduct in research, scholarship, and teaching. The following sections of the UFA-UM CBA speak to professional and ethical conduct:

- Section 2.800: Non-Discrimination



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- 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: Copyright, Patent, and Computer Policies
  - Section 21.000: Student Complaint Procedure

Faculty members based at Missoula College (two-year campus) are represented by the Missoula College Faculty Association. The Missoula College Faculty Collective Bargaining Agreement contains language largely parallel to the UFA-UM CBA. The faculty in the School of Law are not members of a union and adhere to the Association of American Law Schools “[Statement of Good Practices by Law Professors in the Discharge of their Ethical and Professional Responsibilities](#)”.

### **Student Standards of Conduct**

The University of Montana is committed to creating informational, educational and experiential opportunities to improve students’ awareness of ethics and integrity. The [Equal Opportunity and Affirmative Action Office](#) provides resources to prevent discrimination and describes procedures to report discrimination when it occurs. The [Student Conduct Code](#) emphasizes educational interventions and establishes ethical standards for students in both academic and co-curricular settings. The Student Conduct Code sets forth University jurisdiction, student rights, standards of academic and general student conduct, disciplinary sanctions for breach of the code, and procedures for adjudicating charges of both academic and general misconduct.

In 2012 UM developed training programs and other resources to address sexual misconduct as required by the Department of Justice and the National Collegiate Athletic Association (NCAA). A mandatory student tutorial called [Personal Empowerment Through Self Awareness](#) (PETSA) emerged out of a multidisciplinary team effort involving faculty, staff and students. The tutorial aims to make students more aware of how sexual misconduct occurs and how it can be prevented. It was created based on rape and sexual assault reduction and prevention data.

A number of University employees ensure that complaints and grievances of an ethical nature are addressed in a fair and timely manner. These employees include the dean of students, provost or provost’s designee, members of the Student Complaint Committees, members of the Behavioral Intervention Team, the EOAA Director, and legal counsel. Most grievance procedures include a limit in the amount of time that can lapse between one phase and the next to ensure that grievances are resolved in a reasonable amount of time. PETSA for students and the Discrimination Prevention Tutorial for employees demonstrate that the University has made significant efforts to not only address complaints and grievances in a timely manner, but to educate its students and employees on how best to foster a safe and positive learning environment.

The University of Montana holds student-athletes and their coaches, without exception, to the same high standards of ethical conduct expected of all members of the University community. Student-athletes are required to review the [Student Athlete Handbook](#), which contains the [Student-Athlete Conduct Code](#) (revised edition posted January 6, 2014) and includes standards, disciplinary procedures, and ethical considerations. The code 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 code with standards that conform to the parameters of the various sports. In addition to outlining the standards of conduct expected of all student-athletes, the handbook addresses overall ethical considerations demanded of a student-athlete. 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.

Evidence-Standard 2.A.22	Web Address
Montana Code Annotated Title 2, Chapter 2, Standards of Conduct	<a href="http://leg.mt.gov/bills/mca_toc/2_2.htm">http://leg.mt.gov/bills/mca_toc/2_2.htm</a>
Montana Code Annotated 2-2-121	<a href="http://leg.mt.gov/bills/mca/2/2/2-2-121.htm">http://leg.mt.gov/bills/mca/2/2/2-2-121.htm</a>
UM policy on discrimination, harassment, sexual misconduct, stalking and retaliation	<a href="http://umt.edu/policies/400-HumanResources/DiscriminationHarassmentSexualMisconductStalkingRetaliation.aspx">http://umt.edu/policies/400-HumanResources/DiscriminationHarassmentSexualMisconductStalkingRetaliation.aspx</a>
Discrimination Prevention	<a href="http://www.umt.edu/eo/tutorial/resources.php">http://www.umt.edu/eo/tutorial/resources.php</a>
UFA-UM Collective Bargaining Agreement	<a href="http://umt.edu/provost/faculty/CBAs/default.php">http://umt.edu/provost/faculty/CBAs/default.php</a>
University Faculty Association	<a href="http://ufa4um.org/">http://ufa4um.org/</a>
AALS Statement of Good Practices	<a href="http://www.umt.edu/eo/tutorial/resources.php">http://www.umt.edu/eo/tutorial/resources.php</a>
Equal Opportunity and Affirmative Action	<a href="http://umt.edu/eo/equalop/">http://umt.edu/eo/equalop/</a>
Student Conduct Code	<a href="http://life.umt.edu/vpsa/student_conduct.php">http://life.umt.edu/vpsa/student_conduct.php</a>
Personal Empowerment Through Self Awareness	<a href="http://www.umt.edu/petsa/">http://www.umt.edu/petsa/</a>
Student Athlete Handbook	<a href="http://grfx.cstv.com/photos/schools/mont/genrel/auto_pdf/2012-13/misc_non_event/2012-13-S-A-Handbook.pdf">http://grfx.cstv.com/photos/schools/mont/genrel/auto_pdf/2012-13/misc_non_event/2012-13-S-A-Handbook.pdf</a>
Student Athlete Conduct Code	<a href="http://grfx.cstv.com/photos/schools/mont/genrel/auto_pdf/2013-14/misc_non_event/S-A-conduct-code.pdf">http://grfx.cstv.com/photos/schools/mont/genrel/auto_pdf/2013-14/misc_non_event/S-A-conduct-code.pdf</a>

**2.A.23** The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it 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 policies govern conflicts of interest for MUS employees and supplement state ethics laws. MUS employees “must endeavor to avoid actual or apparent conflicts of interest between their University system duties and obligations and their personal activities, and between their University system duties and obligations and their professional activities outside the university system.” Each institution of the MUS is required to maintain a written conflict of interest policy consistent with BOR policies and state law.

[UM policy 410](#) establishes higher standards than required by BOR policies on the topic of 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. If a conflict of interest is verified, a written plan to manage the conflict is established in collaboration with UM Legal Counsel and the department director or unit dean. The policy also requires that all employees complete a conflict of interest training program and an annual conflict of interest disclosure form. UM must send an annual report to the BOR summarizing efforts to train employees, assess potential conflicts, and manage disclosed conflicts of interest. In addition, UM legal counsel offers training for all lead and principal investigators for sponsored research programs.

Evidence-Standard 2.A.23	Web Address
UM policy 410	<a href="http://www.umt.edu/policies/400-HumanResources/conflictinterest.aspx">http://www.umt.edu/policies/400-HumanResources/conflictinterest.aspx</a>

**2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.**

[BOR policy 401.2](#) and [BOR policy 401.3](#) delineate the system policies related to the creation and production of intellectual property, including ownership, copyright, patents, and associated revenue. The [UFA-UM CBA](#) (Article 14) also addresses copyright, patents, ownership of inventions or discoveries, and inventors’ rights and duties. An [Office of Technology Transfer](#) was created to foster an entrepreneurial spirit in research and technology and leverage UM’s research assets to contribute to innovation, job creation and business opportunities.

Evidence-Standard 2.A.24	Web Address
BOR policy 401.2	<a href="http://mus.edu/borpol/bor400/401.pdf">http://mus.edu/borpol/bor400/401.pdf</a>
BOR policy 401.3	<a href="http://mus.edu/borpol/bor400/401-3.pdf">http://mus.edu/borpol/bor400/401-3.pdf</a>
UFA-UM CBA	<a href="http://umt.edu/provost/faculty/CBAs/default.php">http://umt.edu/provost/faculty/CBAs/default.php</a>
Office of Technology Transfer	<a href="http://www.umt.edu/research/Innovation/default.php">http://www.umt.edu/research/Innovation/default.php</a>

**2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.**

The [UM course catalog](#) states, “The University of Montana-Missoula is accredited by the Northwest Commission on Colleges and Universities (NWCCU).” The course catalog lists the professional schools and departments that have special accreditation as well. Accreditation documents may be reviewed in the Office of the Provost. In addition, the [Planning-Assessment Continuum website](#) provides information about the NWCCU Standards, Year 1 report, and progress in the accreditation cycle.

Evidence-Standard 2.A.25	Web Address
Course Catalog-Accreditation	<a href="http://www.umt.edu/catalog/admin/accred.html">http://www.umt.edu/catalog/admin/accred.html</a>
Planning-Assessment Continuum	<a href="http://www.umt.edu/planningassessmentcontinuum/assess/AssessmentCommittee/default.aspx">http://www.umt.edu/planningassessmentcontinuum/assess/AssessmentCommittee/default.aspx</a>

**2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.**

The Constitution of Montana (Article VIII, Section 12) provides for strict accountability of all revenue received and spent by the University. [UM policy 303.1](#) regulates procurement activities for purchases.

Evidence-Standard 2.A.26	Web Address
UM policy 303.- Procurement	<a href="http://umt.edu/policies/300-Financial/purchasing.aspx">http://umt.edu/policies/300-Financial/purchasing.aspx</a>

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## Academic Freedom

**2.A.27** The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

The campus brings together diverse cultures and viewpoints from around the state, nation, and world. The University does not condone limits upon freedom of expression or opinion but respects the rights of others and guarantees freedom of inquiry in academic pursuits. The University adheres to the American Association of University Professors (AAUP) guidelines on academic freedom.

The University's commitment to academic freedom is specifically stated in [BOR policy 302](#) and UM-UFA CBA Section 6.000. [UM policy 101.4](#) affirms:

The University of Montana has a long tradition of, and a deep commitment to, academic freedom. The welfare and strength of the University and of society at large depend upon the free search for truth and its free expression. To this end, the University of Montana shall recognize and protect full freedom of inquiry, teaching, research, discussion, study, publication, and for artists, the creation and exhibition of works of art, without hindrance, restriction, equivocation, and/or board or Administration reprisal. This right extends to other facets of campus life to include the right of a faculty member to speak on general educational questions or about the Administration and operation of his/her own institution and the Montana University System. The right of academic freedom shall be the right of every faculty member whether tenured or untenured.

The University encourages its faculty to offer a wide variety of courses. The [Academic Standards and Curriculum Review Committee](#) (ASCRC) continually assesses the academic standards and curriculum of the University to identify opportunities for improvement. This committee includes 12 faculty members, five students, and as ex officio and nonvoting members, the provost and vice president for academic affairs (or a representative) and the registrar. In addition, faculty and students regularly participate in national and international meetings, and campus speakers and cultural events represent diverse points of view.

Evidence-Standard 2.A.27	Web Address
BOR policy 302-Academic freedom	<a href="http://mus.edu/borpol/bor300/302.pdf">http://mus.edu/borpol/bor300/302.pdf</a>
UM policy 101.4	<a href="http://www.umt.edu/policies/100-AcademicAffairs/RandR-AcadPersonnel.aspx">http://www.umt.edu/policies/100-AcademicAffairs/RandR-AcadPersonnel.aspx</a>
Academic Standards and Curriculum Review Committee	<a href="http://www.umt.edu/facultysenate/committees/ASCRC/default.aspx">http://www.umt.edu/facultysenate/committees/ASCRC/default.aspx</a>

**2.A.28** Within the context of its mission, core themes, 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 examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

The [UM Diversity Plan](#) incorporates the understanding that success as an excellent institution of higher education requires a culture that encourages and supports diversity. The University also recognizes that its

citizens are members of a global community and must foster a greater understanding of different cultures and perspectives. The Diversity Plan provides ongoing guidance to the University as it continues to embrace and enhance diversity in the student population; among faculty, staff, and administrators; in educational and cultural programming; and in every activity on campus.

Therefore, the University of Montana welcomes and encourages the scholarly and open exchange of ideas between individuals within the institution and those not affiliated with the institution. This academic freedom must be accompanied by the equally demanding concept of academic responsibility. As stated above, the University’s commitment to academic freedom is manifested in [BOR policy 302](#), in UFA-UM CBA Section 6.000 and in [UM policy 101.4](#).

Evidence-Standard 2.A.28	Web Address
UM Diversity Plan	<a href="http://www.umt.edu/eo/diversity/diversityplan.php">http://www.umt.edu/eo/diversity/diversityplan.php</a>
BOR policy- Academic freedom	<a href="http://mus.edu/borpol/bor300/302.pdf">http://mus.edu/borpol/bor300/302.pdf</a>
UM policy 101.4	<a href="http://www.umt.edu/policies/100-AcademicAffairs/RandR-AcadPersonnel.aspx">http://www.umt.edu/policies/100-AcademicAffairs/RandR-AcadPersonnel.aspx</a>

**2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.**

[UM policy 101.4](#) sets forth a definition of Academic Freedom and Academic Responsibility, clearly stating that instructors must present scholarship fairly, accurately, and objectively. All faculty must adhere to this policy. As a teacher, every faculty member is responsible for the effective instruction, including evaluation, of students at the University. In keeping with this expectation, all faculty members prepare a syllabus for each course they teach. The UFA-UM CBA requires that faculty submit the syllabus for posting either at the Mansfield Library or on the department website. Aspects of effective instruction include teaching classes in accordance with official descriptions and meeting classes in accordance with published schedules at on-campus locations, off-campus locations germane to subject matter, online or at other locations approved by the dean or the dean’s designee.

Faculty members are required to have both a depth and breadth of knowledge in their respective disciplines and must be able to communicate this knowledge effectively to their students. Faculty members are expected to maintain an active interest in developments in the subject they teach, and incorporate such information into course materials. Moreover, faculty members are expected to maintain an analytical attitude toward teaching and strive continuously to improve it. Finally, faculty members must ensure equal application of class standards and requirements.

To inform the University community about intellectual property and appropriate attribution of sources, the Mansfield Library posts a [Plagiarism and Academic Honesty guide](#) that provides information and resources for faculty and students.

Students have an opportunity to evaluate faculty instruction and fairness at the end of each semester. Students who believe that instructors fail to present scholarship fairly, accurately, and/or objectively have the right to complain through a formal academic grievance process, described on the [Office of the Provost’s website](#) and the [Student Affairs’ website](#).

Evidence-Standard 2.A.29	Web Address
UM policy 101.4	<a href="http://www.umt.edu/policies/100-AcademicAffairs/RandR-AcadPersonnel.aspx">http://www.umt.edu/policies/100-AcademicAffairs/RandR-AcadPersonnel.aspx</a>

Plagiarism and Academic Honesty	<a href="http://libguides.lib.umt.edu/content.php?pid=483540&amp;sid=3964324">http://libguides.lib.umt.edu/content.php?pid=483540&amp;sid=3964324</a>
Student Concerns - Office of the Provost page	<a href="http://umt.edu/provost/students/concerns/default.php">http://umt.edu/provost/students/concerns/default.php</a>
Student Grievance Procedures- Student Affairs	<a href="http://life.umt.edu/vpsa/student_grievance.php">http://life.umt.edu/vpsa/student_grievance.php</a>

*Finance*

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfer and borrowing between funds.

[Section 900 of BOR policy](#) provides guidelines on Financial Affairs. The BOR approves the budgets and the long range financial plan of each MUS institution annually at the September BOR meeting. The submitted documents 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, FTE employee data; reserve funds report; fund and cash balances; and a report on outstanding indebtedness. The BOR also reviews periodic fiscal audit reports.

The [BOR Administrative, Budget and Audit Oversight Committee](#) must:

- Establish budget policy and processes for the Montana University System;
- Establish timelines for annual and biennial budget requests;
- Provide criteria for budget priorities;
- Establish format for annual and biennial budget submission;
- Establish consistent performance metrics to be submitted with the annual budget report;
- Establish priority MUS internal audit projects for campus internal audit staff;
- Establish system task forces to address problems or concerns as they arise;
- Establish format and content requirements for system management reporting.

Evidence-Standard 2.A.30	Web Address
Section 900 of BOR policy	<a href="http://mus.edu/borpol/bor900/bor900.asp">http://mus.edu/borpol/bor900/bor900.asp</a>
Administrative, Budget, and Oversight Committee	<a href="http://mus.edu/board/AdminBudgetCommittee.asp">http://mus.edu/board/AdminBudgetCommittee.asp</a>

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## STANDARD 2B: HUMAN RESOURCES



Lecturer Gary Kerr discusses Tibet and Buddhist traditions

**2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.**

The University of Montana employs a sufficient number of qualified faculty, staff, and administrators to support its mission, provide a dynamic learning environment, contribute to the success of its students and academic programs, and maintain operations. The current student-to-faculty ratio is 18:1, reflecting the hire of new faculty since 2010. Approximately 1600 staff and administrators (full-time and part-time) are employed to oversee the University’s mission and assist students and faculty reach their potential.

Recruitment procedures, selection process details, and advertisement guides are all available on the [Human Resource Services \(HRS\) recruitment website](#) and are provided and explained to the individual or committee conducting a search. An HRS recruitment specialist serves as a resource to all search committees, providing guidance to search committee chairs on recruitment protocols.

Every faculty, staff and administrative position is accompanied by a job description conveying its duties, responsibilities, and authority. The position description is created by the direct supervisor and approved by Human Resource Services (HRS) in the case of classified and administrative positions. In the case of faculty positions, the position description is defined by the department and approved by the dean. Each time a new personnel search takes place, the criteria, qualifications, and procedures for selection are clearly and publicly stated on the [HRS employment website, UM Jobs](#).

Evidence-Standard 2.B.1	Web Address
Human Resource Services--Recruitment	<a href="http://www.umt.edu/hrs/Recruitment/default.aspx">http://www.umt.edu/hrs/Recruitment/default.aspx</a>
UM Jobs	<a href="http://umjobs.silkroad.com/">http://umjobs.silkroad.com/</a>

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## 2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

### Staff

All classified staff personnel receive a mandatory annual performance review from their supervisor. HRS provides [Performance Management information and resources](#) for supervisors on its performance management website. The evaluations are collected by and maintained by HRS.

### Administrators

Each year, the president evaluates all members of the President's Cabinet and the provost evaluates all associate provosts, academic deans, and other direct reports within Academic Affairs. In both cases, the evaluation includes a self-initiated list of recent accomplishments and future goals. Comments are solicited from peer administrators, direct reports, and those with whom the administrator works. All other vice presidents evaluate their administrative personnel annually as well, aligning performance with the core themes adopted by the University.

Administrators are also evaluated by faculty biennially per [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, associate provosts, vice presidents, academic deans, the dean of students, the chief information officer, and registrar. Reasonable efforts are made to ensure as high a response rate as possible. The results of this evaluation are transmitted to the Board of Regents (BOR) and the commissioner of higher education in accordance with the [Faculty Senate bylaws](#).

Evidence-Standard 2.B.2	Web Address
HRS Performance Management Resources	<a href="http://www.umt.edu/hrs/Performance%20Management/default.aspx">http://www.umt.edu/hrs/Performance%20Management/default.aspx</a>
Faculty Senate procedure 102.4	<a href="http://www.umt.edu/facultysenate/procedures/default.aspx">http://www.umt.edu/facultysenate/procedures/default.aspx</a>
Faculty Senate bylaws	<a href="http://www.umt.edu/facultysenate/articles/default.aspx#Bylaws">http://www.umt.edu/facultysenate/articles/default.aspx#Bylaws</a>

## 2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

All UM employees are encouraged to participate in professional development opportunities to enhance their effectiveness and incorporate best practices in fulfilling their roles, duties, and responsibilities. The University offers multiple professional enhancement programs to support professional growth and development.

### Faculty

The [UFA-UM Collective Bargaining Agreement \(UFA-UM CBA\)](#) section 10.000 specifies that all faculty participate in professional development as part of the faculty evaluation for normal raise, merit and/or promotion. Individual departments coordinate professional development for their faculty based on specialty areas and specific accreditations as necessary. The Office of the Provost, Office for International Programs (OIP) and Faculty Development Office (FDO) coordinate the following faculty opportunities:

- Sabbatical assignment;
- Funding for short-term international activity;
- International faculty exchange program;
- Faculty professional enhancement program, which awards grants to faculty members in instructional development, mini-sabbatical, visiting scholars and short-term academic enrichment;



- A Professional Development series open to all faculty;
- A Chairs' Workshop Series.

The contractual sabbatical program (UFA-UM CBA section 11.10) provides funding for sabbaticals to support faculty development opportunities. For AY 2014-15, 32 sabbaticals were awarded. Sabbatical assignments may be granted for up to one-half of the regular contract period at full salary, or for the full academic year at three-quarters salary.

**Staff and Administrators**

HRS is committed to providing diverse [training and professional development opportunities](#) to benefit all UM employees and employs a Training and Development Officer who arranges development opportunities for staff and administrators, including job-related skills training at all levels. All departments permit employees the time required for on-campus training opportunities, and courses and workshops are offered face-to-face, by audio conference, and/or are archived on the web to encourage full participation. As funding allows, many departments provide additional training opportunities.

To enhance professional development and lifelong learning, [UM policy 402.2](#) grants fee waivers to employees for courses taken at any college within the University of Montana system.

Each year, the University Staff Ambassadors program selects 25 staff members for a year-long opportunity to learn about other divisions on campus, to promote awareness of their roles on campus, and to foster increased communication across departments and sectors.

Evidence-Standard 2.B.3	Web Address
UFA-UM Collective Bargaining Agreement	<a href="http://www.umt.edu/provost/faculty/CBAs/default.php">http://www.umt.edu/provost/faculty/CBAs/default.php</a>
HRS Training and Development	<a href="http://www.umt.edu/hrs/Training%20and%20Development/default.aspx">http://www.umt.edu/hrs/Training%20and%20Development/default.aspx</a>
UM policy 402.2	<a href="http://www.umt.edu/policies/400-HumanResources/feewaiver.aspx">http://www.umt.edu/policies/400-HumanResources/feewaiver.aspx</a>

**2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.**

[Academic unit data](#) (e.g., number of student credit hours for each faculty FTE) are collected and published by the [Office of Planning, Budgeting, and Analysis](#). 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 and identify areas in which additional faculty may be needed.

A high percentage of UM faculty members have established national and/or international reputations for scholarship in their fields, as demonstrated by national awards and citation indices. Virtually all tenure-track faculty and many non-tenure-track faculty hold terminal degrees in their field. In certain programs, such as those training students to meet workforce demands, professional experience is valued and recognized in hiring. The University course catalog provides a list of faculty members for each department, including their highest degree awarded, and the institutions where the degrees were earned.

The [Faculty Senate](#) reviews, debates, and votes on issues pertaining to UM's academic welfare in consultation and cooperation with the president and other administrators. Faculty members within each

department are responsible for the planning, delivery and evaluation of learning outcomes, departmental academic policies, and other activities of the program. Each unit engages in continuous evaluation of its academic offerings through self-studies, departmental assessment reports, and external evaluations from accrediting bodies. Each department is required to conduct a [program review](#) every seven years per [BOR policy 303.3](#). New programs are evaluated by the Faculty Senate after three years per [Faculty Senate procedure 102.70](#). Such reports help the University demonstrate the qualifications of its faculty, uphold academic programs, and create and maintain the policies necessary to do so.

Evidence-Standard 2.B.4	Web Address
Academic Unit Data	<a href="http://www.umt.edu/plan/Institutional%20Data/Academic%20Unit%20Data1.aspx">http://www.umt.edu/plan/Institutional%20Data/Academic%20Unit%20Data1.aspx</a>
Office of Planning, Budgeting, and Analysis	<a href="http://www.umt.edu/plan/">http://www.umt.edu/plan/</a>
Faculty Senate	<a href="http://www.umt.edu/facultysenate/">http://www.umt.edu/facultysenate/</a>
Program Review	<a href="http://www.umt.edu/provost/faculty/progreview/default.php">http://www.umt.edu/provost/faculty/progreview/default.php</a>
BOR policy 303.3- Program Review	<a href="http://mus.edu/borpol/bor300/303-3.pdf">http://mus.edu/borpol/bor300/303-3.pdf</a>
Faculty Senate procedure 102.70	<a href="http://www.umt.edu/facultysenate/procedures/default.php">http://www.umt.edu/facultysenate/procedures/default.php</a>

**2.B.5 Faculty responsibilities and workloads are commensurate with the institution’s expectations for teaching, service, scholarship, research, and/or artistic creation.**

Reflective of UM’s diverse institutional mission, faculty workloads are dependent on the unit and reflect various expectations for two-year and four-year undergraduate instruction, graduate education, research, scholarly and creative accomplishment, and University, community, and professional service. The expectations for research and scholarship are generally greater in units with graduate, and especially doctoral, programs. In baccalaureate units where in-class teaching may represent a higher proportion of the workload, expectations for scholarly and/or creative productivity may reflect those needs instead. Similarly, for Missoula College, the expectations for faculty involved in two-year programs of study are tailored to the mission of the college.

Consistent with such variation, [UFA-UM CBA](#) section 6.210 specifies that teaching loads are not expected to be identical within and among units, and that assignments are made relative to the total activity of the faculty member, including research, scholarship, creative service and activity. Deans are responsible for assigning faculty teaching workloads, considering input from the department chair and faculty. The instructional portion of the workload must be sufficient to meet programmatic needs. Accreditation standards for some units (e.g. School of Physical Therapy, Missoula College Nursing Program) require calculation of contact hours, rather than Carnegie credit hours. Faculty effort in directing graduate and undergraduate research, independent study, or advising are not included in teaching load figures.

The University has been able to maintain undergraduate and graduate student course offerings and programs even while faculty-generated external funding and other measures of scholarly research and creativity have been growing. In addition, advising and student research mentoring duties have expanded, and service contributions have been sustained. Faculty workloads represent a compromise among sometimes competing values and responsibilities, and many units periodically re-evaluate this balance for their programs.

Faculty service activities include a broad array of contributions to the community, the University and its academic units, professional societies and organizations, and to a number of other external agencies and organizations. UFA-UM CBA section 17.100 states that service contributions are to be given

consideration in faculty evaluation. In this context, service includes participation in professional organizations or societies and “consulting or other outside work for agencies, communities, schools, etc.; serving on advisory boards; and serving on campus committees.” Unit standards across departments/schools demonstrate a wide variety in the weight given to service when considering faculty evaluation and advancement. In some units within the humanities, faculty have received merit awards largely on the basis of outstanding service contributions.

Evidence-Standard 2.B.5	Web Address
UFA-UM Collective Bargaining Agreement	<a href="http://www.umt.edu/provost/faculty/CBAs/default.php">http://www.umt.edu/provost/faculty/CBAs/default.php</a>

**2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member’s roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.**

UM provides for regular and systematic evaluation of faculty performance to ensure effectiveness in teaching, research and creative activities and professional service. The [UFA-UM CBA](#) section 10.210 explains that every member of the bargaining unit is subject to the regular faculty evaluation process. The Office of the Provost administers the faculty evaluation process each year and posts relevant information and resources on the [Faculty Evaluation website](#). The evaluation process is the mechanism by which faculty can be awarded promotion, tenure and merit awards; in addition, it serves to identify and help address situations in which a faculty member is performing at a less-than-normal standard.

All members of the bargaining unit are subject to the evaluation process per UFA-UM CBA section 10.000 and Missoula College CBA Section 10.000. University of Montana School of Law faculty are not members of the bargaining unit, but the School of Law faculty use evaluation procedures similar to those established in the UFA-UM CBA.

The bargaining unit includes faculty on an academic or fiscal year appointment with the rank of instructor, assistant professor, associate professor, and professor at half-time (0.50 FTE) or greater. In addition, faculty on term-by-term appointment who are half-time or greater for two or more successive semesters (excluding summer) are members of the bargaining unit concurrent with the second semester appointment (UFA-UM CBA 3.100). The evaluation process for non-tenurable faculty members, including adjunct, visiting and research faculty at 0.5 FTE or higher, is similar to the process for tenure-track and tenured faculty. Adjuncts at less than 0.5 FTE are evaluated informally within their departments by their colleagues and department chairs. The UFA-UM CBA does not require the evaluation of administrators outside of the bargaining unit who hold tenure in an academic unit but are not involved in teaching and research activities.

UFA-UM CBA section 10.110 enumerates University standards for faculty advancement, and each academic department or school adopts unit-specific standards which are revised and re-approved every five years and are posted on the [department reports section of the Office of the Provost’s website](#). Unit standards set out evaluation standards and procedures that are to be used in conjunction with the

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evaluation process mandated by the UFA-UM CBA. For example, unit standards adopted by the Department of Economics provide criteria for scholarly activity, including authorship of articles in peer-reviewed journals and successful procurement of a grant; for teaching, including effectiveness, advising, curricular revisions, and innovation; and University and professional service, including membership on department committees, significant work with student groups, organization of a scholarly panel, and service to civic organizations. Unit standards can contain more rigorous standards than those in the UFA-UM CBA, but may not conflict with or undercut the University standards. Expectations for faculty performance in the School of Law are specified in their Faculty Performance Standards.

Evidence-Standard 2.B.6	Web Address
UFA-UM Collective Bargaining Agreement	<a href="http://www.umt.edu/provost/faculty/CBAs/default.php">http://www.umt.edu/provost/faculty/CBAs/default.php</a>
Faculty Evaluation Procedures	<a href="http://www.umt.edu/provost/faculty/faceval/default.php">http://www.umt.edu/provost/faculty/faceval/default.php</a>
Department Reports	<a href="http://www.umt.edu/provost/faculty/deptreports/default.php">http://www.umt.edu/provost/faculty/deptreports/default.php</a>

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## STANDARD 2C: EDUCATION RESOURCES



Students gather for a study session in the University Center Lounge

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

The University of Montana is a comprehensive institution with a range of programs designed to meet its mission and the diverse needs of students. It is composed of the following [academic units](#):

- School of Business Administration
- Phyllis J. Washington College of Education and Human Sciences
- School of Extended and Lifelong Learning
- College of Forestry and Conservation
- Graduate School
- College of Health Professions and Biomedical Sciences
- Davidson Honors College
- College of Humanities and Sciences
- School of Journalism
- School of Law
- Maureen and Mike Mansfield Library
- Missoula College UM
- College of Visual and Performing Arts

### **Academic Offerings**

As indicated by the [Degrees and Majors inventory](#), the schools and colleges offer a wide array of coursework and programs at the 4-year undergraduate and the graduate level. Students may focus their

studies in programs offered by 42 departments or one of the many interdisciplinary programs, such as Women’s and Gender Studies and International Development Studies. At the two-year level, students can obtain an associate of applied science degree, associate of arts degree, and/or certificates in more than 30 programs in five departments at [Missoula College](#).

**Student Learning Outcomes**

All programs have specified intended outcomes and assessment plans. Every academic program is described in the course catalog, on departmental websites, and in written material provided by the programs. Faculty members are required to identify student learning outcomes on course syllabi.

**Content, Rigor, Mission**

The curricular approval process ensures appropriate content and rigor and verifies that learning outcomes are tailored to the demands of each program and that degree designators are consistent with program content. Department faculty and school/college deans evaluate whether a new, revised or expanded degree program adds value to the overall curricular mission. The sufficiency of faculty and resources to create or continue programs is assessed prior to the proposal of any program or curriculum modifications. All proposals must be accompanied by the signature of the department chair, the dean, the provost, and the chairs of any other departments the proposal will affect. Proposals are then reviewed by the Academic Standards and Curriculum Review Committee (ASCRC) and/or Graduate Council before being reviewed and approved by the Faculty Senate. Proposals with more significant implications (new degrees, retitling, terminations) are submitted subsequently to the Board of Regents (BOR) for final approval. All programs undergo program review every seven years ([BOR policy 303.3](#)) in order to demonstrate the quality of each unit, and to ensure rigor, centrality to mission, and alignment with the University Strategic Plan.

Evidence-Standard 2.C.1	Web Address
Academic Units	<a href="http://www.umt.edu/academics/colleges-schools-and-departments/">http://www.umt.edu/academics/colleges-schools-and-departments/</a>
Degrees and Majors Inventory	<a href="http://www.umt.edu/academics/degrees-and-majors/">http://www.umt.edu/academics/degrees-and-majors/</a>
Missoula College Academic programs	<a href="http://www.mc.umt.edu/academics/academicprograms.aspx">http://www.mc.umt.edu/academics/academicprograms.aspx</a>
BOR policy 303.3- Program Review	<a href="http://mus.edu/borpol/bor300/303-3.pdf">http://mus.edu/borpol/bor300/303-3.pdf</a>

**2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.**

**Learning Outcomes**

Departments and schools/colleges establish learning outcomes for all degree programs. The outcomes, along with a report of assessment efforts, are submitted biennially to the Assessment Advisory Committee (AAC) through the Office of the Provost. Each department or program’s assessment plan is posted on the Office of the Provost’s [Department Reports website](#).

For example, the School of Journalism has adopted the “Montana Dozen,” learning outcomes for all UM School of Journalism graduates:

- Demonstrate an understanding of truth, accuracy and fairness.
- Understand and apply principles of freedom of speech.
- Demonstrate an understanding of the history and the role of the media.
- Demonstrate an understanding of ethnic and racial diversity.
- Show visual literacy understanding and skills.
- Understand ethics and act ethically.

- Think critically and creatively.
- Research and evaluate information.
- Critically evaluate work and tailor that work for the appropriate audience.
- Write correctly and clearly.
- Apply basic numerical concepts.
- Use appropriate tools and technology.

Courses offered for general education credit or a writing designation must meet the learning outcomes established by the General Education Committee or Writing Committee (subcommittees of ASCRC). These learning outcomes are stated in [Faculty Senate procedures 202.2 and 202.5](#) and in the [course catalog](#).

**Written Learning Outcomes Provided to Students**

The Faculty Senate requires that each course syllabus include course objectives and specific student learning outcomes; this requirement is enforced through the review of new courses and course modifications by ASCRC and its subcommittees (General Education, Writing) and Graduate Council. Each instructor of a course is accountable to that course’s set of student learning outcomes, regardless of location or method of course delivery. The Faculty Senate Office retains approved syllabi for each new or modified course.

The [UFA-UM Collective Bargaining Agreement](#) (UFA-UM CBA) section 6.2 requires faculty to submit all current course syllabi within three weeks of the start of classes for posting on either the Mansfield Library website or their department website.

Evidence-Standard 2.C.2	Web Address
Department Reports	<a href="http://www.umt.edu/provost/faculty/deptreports/Lib/default.php">http://www.umt.edu/provost/faculty/deptreports/Lib/default.php</a>
Faculty Senate Procedures	<a href="http://www.umt.edu/facultysenate/procedures/default.php">http://www.umt.edu/facultysenate/procedures/default.php</a>
course catalog	<a href="http://www.umt.edu/catalog/">http://www.umt.edu/catalog/</a>
UFA-UM CBA	<a href="http://www.umt.edu/provost/faculty/CBAs/default.php">http://www.umt.edu/provost/faculty/CBAs/default.php</a>

**2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.**

Measures of student achievement, credit and course grades are based on national definitions and policies common to institutions of higher education. UM uses a semester credit hour system for determining the length of academic programs consistent with NWCCU and federal policies. The course catalog states, “Credit is defined in terms of semester hours. In general, 1 semester hour credit is allowed for 1 hour of lecture each week of the semester, or an average of 2 hours of laboratory each week of the semester.” During Summer and Winter sessions, when courses are held in a condensed timeframe, class schedules are modified to meet requirements. [BOR policy 309.1](#) specifies the requirements for such coursework.

Undergraduate degrees are based on indicators of student achievement and requirements that address quality and quantity of learning, general education and specialization in a major, restrictions of certain types of credit, and upper division requirements. Graduate degrees are based on documented student achievement commensurate with the level of the degree and program of study.

Evidence-Standard 2.C.3	Web Address
BOR policy 309.1- Course Credits	<a href="http://www.mus.edu/borpol/bor300/309-1.pdf">http://www.mus.edu/borpol/bor300/309-1.pdf</a>

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2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

### **Design of Degree Programs**

The curriculum is designed for optimal learning and flexible scheduling and is reviewed and approved by the Faculty Senate. Programs are developed to show clearly the order in which a student is expected to acquire the competencies that represent the completion of a degree. Every undergraduate degree program consists of University General Education requirements, required courses and experiences for the major, expectations for upper division coursework and opportunities for electives. Prerequisite and co-requisite courses dictate a student’s path through a program of study, and are used to encourage students to proceed through the curriculum in ways that optimize their learning experience. Undergraduates are limited to 21 credits during a semester, including physical education activity courses and courses that carry no credit, such as developmental courses; however, a faculty advisor may give permission for a student to exceed the maximum credit load.

All baccalaureate degree programs meet undergraduate degree requirements, including maximum credit hours established by [BOR policy 301.11](#). Exceptions to the maximum number of credit hours can be granted to “extended majors”, for which accreditation and licensure standards may necessitate additional credits. For example, the Elementary Education undergraduate degree requires 128 credit hours.

Model curricula are provided in the course catalog and on department websites to guide students and their advisors. The [Department of Mathematical Sciences website](#) shows math majors how to fulfill their major requirements, and advises non-majors about how best to acquire the quantitative skills required for progression in their selected field. Currently, all programs are reviewing their degree requirements and entering them into a standard template and common database (Degree Builder) in preparation for the inauguration of a degree audit tool for the use of students and advisors.

Graduate degree programs are tailored to the specific discipline and degree. For example, in Anthropology, advisors help students form education plans that include appropriate courses and research experiences. Candidates for the master’s degree appoint faculty committees to oversee the culminating projects described in their plans. Students therefore complete core courses, undergo a comprehensive evaluation, and contribute original scholarly work.

### **Admission Requirements**

Admission requirements for freshman, transfer students, international students and Missoula College students progressing from a two-year program to a four-year program are published on the [admissions website](#). Admission to graduate programs is overseen by the [Graduate School](#), which provides application information and admission requirements for each program.

### **Graduation Requirements**

Graduation requirements for undergraduate degrees are listed in the [course catalog](#), and graduation applications are available on the [Registrar’s website](#). Although each graduate program maintains and distributes its own requirements for graduation, the Graduate School processes all graduation applications.

Evidence-Standard 2.C.4	Web Address
BOR policy 301.11- Undergraduate Degree Requirements	<a href="http://mus.edu/borpol/bor300/301-11.pdf">http://mus.edu/borpol/bor300/301-11.pdf</a>



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Department of Mathematical Sciences— undergraduate information	<a href="http://www.cas.umt.edu/math/undergraduate/">http://www.cas.umt.edu/math/undergraduate/</a>
Admissions	<a href="http://admissions.umt.edu/apply">http://admissions.umt.edu/apply</a>
Graduate School Admissions	<a href="http://www.umt.edu/grad/Apply/default.php">http://www.umt.edu/grad/Apply/default.php</a>
Course Catalog	<a href="http://www.umt.edu/catalog/">http://www.umt.edu/catalog/</a>
Registrar	<a href="http://www.umt.edu/registrar/">http://www.umt.edu/registrar/</a>

**2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.**

### **Curriculum**

UM faculty members exercise a fundamental role in the design, approval, implementation, and revision of the curricula. The articles and bylaws of the Faculty Senate organize the responsibilities, rights and authority for faculty in regard to curricula. Faculty members propose curriculum changes, additions, deletions, modifications, new programs, and new instructional formats. These proposals are approved by department curriculum committees, forwarded to the relevant chairs, deans, and provost for preliminary approval and/or comment, and submitted to the faculty-led committees listed below for review and approval. Student representatives serve and vote on the curricular committees; administrators serve in ex officio roles.

- Academic Standards and Curriculum Review Committee (ASCRC)
  - reviews undergraduate proposals
- Writing Committee (a subcommittee of the ASCRC)
  - reviews courses that satisfy writing requirements
- General Education Committee (a subcommittee of ASCRC)
  - reviews courses proposed for general education designation
- Graduate Council
  - reviews graduate-level proposals
- Executive Committee of the Faculty Senate (ECOS)
  - reviews policy or organizational change proposals.

Once a proposal is approved by the appropriate committee(s), it is considered by the Executive Committee of the Faculty Senate (ECOS) and submitted to the entire Faculty Senate for final approval.

### **Faculty Hires**

The processes for hiring new faculty are standardized and monitored by Human Resource Services. Tenure-track hires require a national or international search. At the department level, a search committee composed of and chaired by faculty conducts searches, selects finalists, and makes recommendations, subject to department chair and dean approval.

### **Student Learning**

Overall, student learning outcomes are grounded in the context of UM’s mission and core themes; because they are developed by individual program faculty, they vary based on discipline-specific objectives. A [guide for developing assessment plans](#) is provided online by the Office of the Provost. Learning outcomes for the General Education curricula are defined by faculty, approved by the Faculty Senate, and are assessed by faculty members of the General Education Committee or the Writing Committee, with input from additional faculty who provide instruction in these areas.

Graduate program faculty participate in the assessment of students' performance with regard to preliminary examinations, research or creative projects, theses and dissertation defenses, annual academic reviews, teaching assistant evaluations, exit interviews/surveys, and post-graduation surveys. Professional programs such as the doctorate in physical therapy meet specific standards required by their accrediting agencies, which may include curricular mapping, learning outcomes, and a variety of other methods and activities mandated by the professional accreditors.

Evidence-Standard 2.C.5	Web Address
Assessment Overview	<a href="http://umt.edu/provost/faculty/assess/default.php">http://umt.edu/provost/faculty/assess/default.php</a>

**2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.**

UM's Mansfield Library collaborates 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. New student orientation includes an introduction to the library's resources. Faculty often invite library faculty into their classrooms to offer instruction in using the library for research. Library resources also are available to students who need assistance when writing research papers, grant proposals, theses, and dissertations. [Liaison Librarians](#) are assigned to every department to provide research assistance, instruction, collection development, and scholarly publishing expertise on library and information resources.

The University Library Committee, mandated by [Faculty Senate procedure 401.10](#), consists of eight faculty members, three student members, and one staff member. It is a standing committee of the Faculty Senate and serves as a conduit for communication between the library and other faculty members. The University Library Committee also advocates for and acts as an advisory group to the library and its stakeholders to support the common goal of ensuring essential support for teaching, learning, and research.

Core library services available to UM faculty, students, and staff are summarized on the [Mansfield Library's website](#). They include Faculty and Staff Services, Student Services, Distance Education Services and Instruction. The Mansfield Library collaborates with other campus services including the Writing Center, and the Math Tutoring Center to provide students with a comprehensive learning environment within the library.

Evidence-Standard 2.C.6	Web Address
Liaison Librarians by Department	<a href="http://www.lib.umt.edu/integratedinstruction/#instructors">http://www.lib.umt.edu/integratedinstruction/#instructors</a>
Faculty Senate procedures	<a href="http://www.umt.edu/facultysenate/procedures/default.php">http://www.umt.edu/facultysenate/procedures/default.php</a>
Mansfield Library	<a href="http://www.lib.umt.edu/">http://www.lib.umt.edu/</a>

**2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes**

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no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

As stated on the [Admissions website](#) and in the [course catalog](#), students may receive college credit from Advanced Placement, CLEP, DANES, International Baccalaureate, and military training approved by the American Council on Education (ACE). Missoula College may award credit for experiential learning for specific courses and programs through challenge/placement exams or performance assessments.

Elective credit may be awarded for military courses according to the recommendations in the ACE Service Guide. [BOR policy 301.5](#) requires campuses in the MUS to develop policies to ensure appropriate granting of credit for military training and courses based on ACE recommendations.

Evidence-Standard 2.C.7	Web Address
Admissions—advanced credits	<a href="http://admissions.umt.edu/admissions/freshman/advanced-credits/">http://admissions.umt.edu/admissions/freshman/advanced-credits/</a>
Course Catalog	<a href="http://www.umt.edu/catalog/acad/genad/default.html">http://www.umt.edu/catalog/acad/genad/default.html</a>
BOR policy 301.5- Transfer of Credits	<a href="http://mus.edu/borpol/bor300/301-5.pdf">http://mus.edu/borpol/bor300/301-5.pdf</a>

**2.C.8** The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

### Acceptance of Transfer Credits

All college-level credits earned at regionally accredited colleges or universities are considered for transfer at UM in consultation with academic departments and based on articulation agreements and prior decisions at the department/faculty level. Enrollment Services indicates whether courses are college level, the appropriate grading and credit conversion, and the applicability of transfer credit toward UM's general education requirements. Courses that do not have an equivalent at UM may be accepted as elective credit. Credits from remedial/developmental or from non-accredited schools are not accepted for transfer. A limited number of technical credits can be counted towards the baccalaureate degree.

If credit for prior learning such as Advanced Placement is accepted, it is designated as such on the student's transcript according to [BOR policy 301.5.2](#) and [BOR policy 301.5.3](#). At any point in review, the student's submission for credit may be denied; UM makes no advance assurances regarding the number of credits awarded.

Transfer students are encouraged to use [UM's Transfer Guide](#) to determine how past coursework would transfer to UM from other colleges and universities. The Academic Appeals Committee (subcommittee of ASCRC) considers any petitions for substitutions or waivers regarding general education requirements.

### Common Course Numbering

All universities, four-year and two-year colleges that are part of the MUS use the same course numbers and titles for undergraduate courses with equivalent learning outcomes. Common course numbering guarantees transfer students that they will receive credit for undergraduate courses taken at another

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Montana institution, as long as the admitting institution offers that same course. This transparency makes it easier for students to continue their higher education at any state-supported campus.

Associate of applied science (AAS) degrees are intended to lead directly to employment. Although they are not identified as transfer degrees, all credits earned with the degree are evaluated for transfer into four-year institutions.

### **Articulation Agreements**

In addition to the establishment of transfer course guides, several articulation agreements have been created especially for two-year institutions in Montana or neighboring states that often send their graduates to complete four-year programs at UM. For example, a [2+2 agreement with Helena College](#) of UM allows students to satisfy the two-year pre-professional requirements for potential pharmacy students and offers eligibility for application to the Skaggs School of Pharmacy at UM.

Evidence-Standard 2.C.8	Web Address
BOR policy 301.5.2- Outdated coursework	<a href="http://mus.edu/borpol/bor300/301-5-2.pdf">http://mus.edu/borpol/bor300/301-5-2.pdf</a>
BOR policy 301.5.3- Minimum course grades	<a href="http://mus.edu/borpol/bor300/301-5-3.pdf">http://mus.edu/borpol/bor300/301-5-3.pdf</a>
Pre-Pharmacy Transfer Initiative	<a href="http://www.umhelena.edu/catalog/pre-pharm.aspx">http://www.umhelena.edu/catalog/pre-pharm.aspx</a>

### *Undergraduate Programs*

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

### **General Education Requirements**

General Education requirements for baccalaureate degrees at UM provide a high quality intellectual foundation that accommodates all UM students, whether in liberal arts or professional programs. To earn a baccalaureate degree, all students must successfully complete, in addition to any other requirements, 28-49 credits of General Education requirements. The variability in credits reflects the number of credits required to reach proficiency in a modern or classical language or symbolic systems. A grade of C- or better is required for every course that is used to satisfy a general education requirement. The AA and AAS degree programs also include a core of general education as required by the MUS, which includes 30 credits across six areas.

The foundation established via the UM General Education requirement is reinforced, expanded and refined as students continue through their course of study. Although General Education requirements offer students considerable flexibility in selecting courses, they establish a set of common educational objectives for all students. These objectives are described in the [course catalog](#):

In accordance with the Mission of the University of Montana, these objectives are to develop competent and humane individuals who are informed, ethical, literate, and engaged citizens of

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local and global communities. Students should become acquainted with issues facing contemporary society, participate in the creative arts, develop an understanding of science and technology, cultivate an appreciation of the humanities, and examine the history of different American and global cultures. Upon completion of the general education requirements, students should be able to articulate ideas orally and in writing, understand and critically evaluate tangible and abstract concepts, and employ mathematical and other related skills appropriate to a technologically focused society.

UM's [General Education framework](#) (Faculty Senate procedure 202.10) was implemented in fall of 2009 and includes coursework in the following areas:

- English Writing Skills (0-3 credits),
- Mathematics (3 credits),
- Modern and Classical Languages (up to 10 credits) or Symbolic Systems (3-6 credits),
- Expressive Arts (3 credits),
- Literary and Artistic Studies (3 credits),
- Historical and Cultural Studies (3 credits),
- Social Sciences (3 credits),
- Ethics and Human Values (3 credits),
- American and European Perspectives (3 credits),
- Indigenous and Global Perspectives (3 credits), and
- Natural Sciences (6 credits, including lab experience).

The framework specifies that all General Education courses must be at least three credits, be introductory and foundational, and necessitate no more than one pre-requisite. General Education coursework is reviewed on a continuous schedule, thereby ensuring that the framework and courses do not become static. Courses granted General Education designation must “emphasize breadth, context, and connectedness; and relate course content to students’ future lives.”

### **Montana University System Core**

The Montana Board of Regents adopted [BOR policy 301.10](#) to assist transfer students with the general education requirements of their degree programs by establishing a common set of courses across all Montana institutions. Students enrolled on two-year campuses for an associate degree may satisfy their General Education Requirement by completing the MUS Core.

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

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

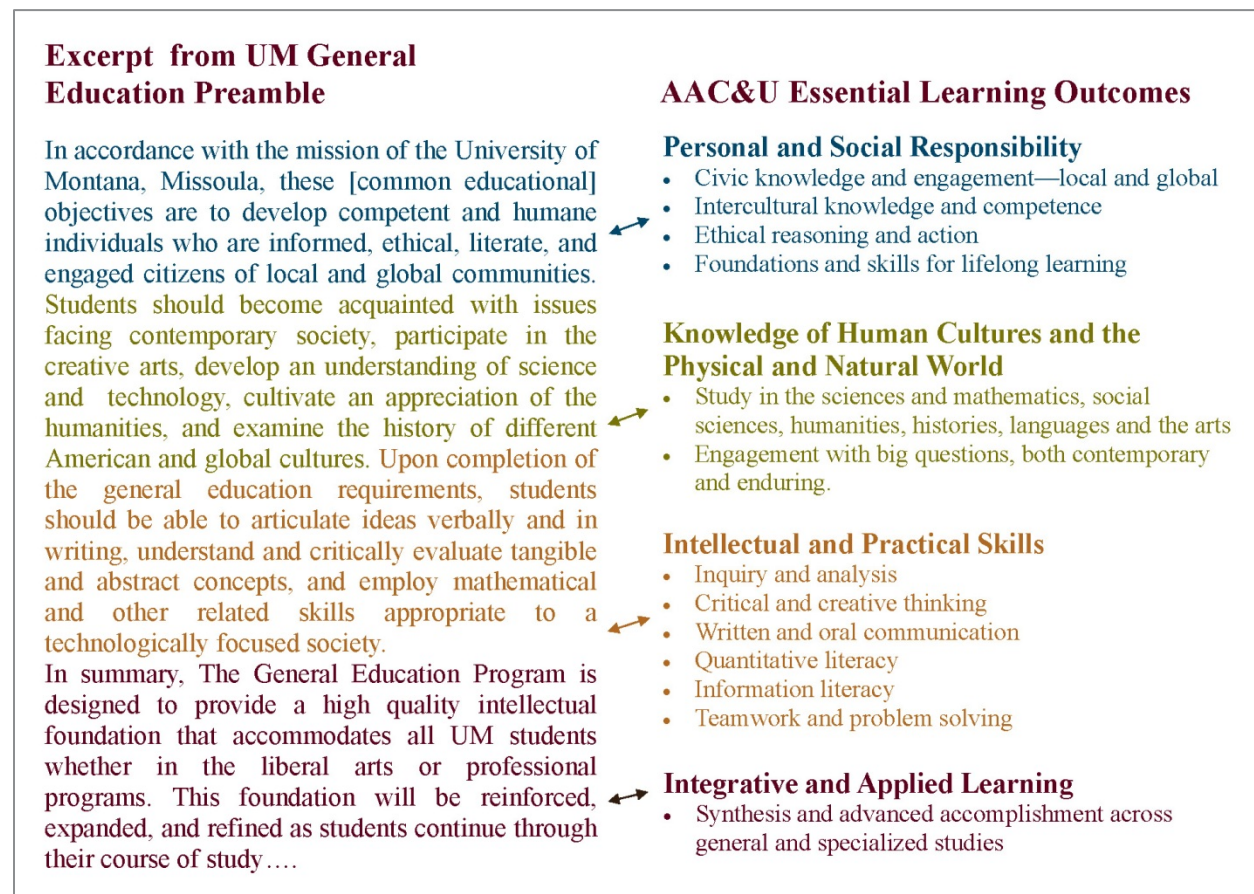
A General Education Council with representatives from across the various MUS campuses oversees the provisions of the policy. In addition, the MUS Core requires students to complete at least one course that includes significant content related to the cultural heritage of American Indians, earn the minimum number of credits in each of the six areas, use coursework once only to satisfy the requirements of the MUS Core, complete a combination of courses that includes significant content in both written and oral communication, and satisfy the minimum grade requirements established by BOR policy 301.10.

[BOR policy on Workforce Credentials](#) stipulates that AAS degree programs include “related instruction” in “computation, communication, and human relations.”

Evidence-Standard 2.C.9	Web Address
Course Catalog- General Education	<a href="http://www.umt.edu/catalog/acad/genreq/">http://www.umt.edu/catalog/acad/genreq/</a>
Faculty Senate procedure 202.10- General Education Framework	<a href="http://mus.edu/borpol/bor300/301.pdf">http://mus.edu/borpol/bor300/301.pdf</a>
BOR policy 301.1- Admissions Requirements	<a href="http://mus.edu/borpol/bor300/301.pdf">http://mus.edu/borpol/bor300/301.pdf</a>
BOR policy—workforce credentials	<a href="http://www.mus.edu/Transfer/TransferDegrees.asp">http://www.mus.edu/Transfer/TransferDegrees.asp</a>

**2.C.10** The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.

UM’s General Education requirements span all areas of undergraduate study. In order for a proposed course to be accepted for General Education credit by the Faculty Senate, the faculty member proposing the course must document its objectives and content, as well as modes of instruction and assessment. Course proposals must identify applicable learning outcomes and demonstrate that the course is designed for students to attain those outcomes. In addition, the General Education Committee adopted the Essential Learning Outcomes (ELOs) drafted by the Association of American Colleges and Universities (AAC&U). The figure below illustrates how elements in the course catalog’s description of the general education program are aligned with the ELOs.



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The ELOs are assessed using the AAC&U VALUE rubrics as appropriate, including Inquiry and Analysis, Problem Solving, and Civic Engagement. Interdisciplinary teams of faculty and academic professionals from institutions across the nation developed the VALUE rubrics to clarify expectations for student achievement across the set of outcomes.

### **Montana University System Core**

Similarly, the MUS-level General Education Council adopted the AAC&U Essential Learning Outcomes statement for the [MUS Transfer Core](#). Thus, UM both applies internal processes (Faculty Senate review and approval) and is subject to external policies (MUS core) that ensure learning outcomes are identifiable and assessable.

### **Writing Courses**

UM faculty have devoted particular attention to English writing skills. Guidelines for approved writing courses reflect the belief that the ability to write effectively is fundamental to a liberal arts education, essential to academic inquiry, and important for student success in academic, professional, and civic endeavors. The Writing Committee devised a set of learning outcomes for lower division and upper division writing courses. Learning outcomes for lower division writing courses include the following:

- Use writing to learn and synthesize new concepts;
- Formulate and express opinions and ideas in writing;
- Compose written documents that are appropriate for a given audience or purpose;
- Revise written work based on constructive feedback;
- Find, evaluate, and use information effectively;
- Begin to use discipline-specific writing conventions;
- Demonstrate appropriate English language usage.

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

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

Until fall semester 2013, students' writing was evaluated using an upper division writing assessment exam. From this point forward, student writing proficiency will be assessed by a campus-wide initiative focused on course outcomes, syllabus analysis and the scoring of student writing assignments from both 200-level writing courses and department capstone courses.

Evidence-Standard 2.C.10	Web Address
MUS Transfer Core	<a href="http://www.mus.edu/transfer/MUScore.asp">http://www.mus.edu/transfer/MUScore.asp</a>

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2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Missoula College, the two-year education unit at UM, offers certificates of applied science, associate of arts degrees, an associate of science nursing degree, and associate of applied science degrees. Programs delineate the learning outcomes for certificates and applied degrees, which include outcomes that may be addressed in related instruction components. For example, outcomes of the [Energy Technology program](#) include assessing societal, economic, environmental, ethical, and legal impacts of energy systems; and, developing and practicing professional standards of communication and management skills.

The related instruction components of the certificates of applied science and associate of applied science degrees (CAS/AAS) are separate courses which meet the requirements of communication (both written and oral), computation, and human relations. Generally, the certificate and applied science degree programs meet accreditation requirements with these separate courses. In each case where a related instruction component course is taught, the faculty instructor holds at least a master's degree in the discipline. [BOR policy 301.12](#) specifies that applied degree and certificate programs meet degree-specific and general education outcomes.

In one programming area—Applied Computing and Electronics—a distinct course of Principles of Business includes an embedded component of human relations. That same CAS/AAS programming area includes courses in mathematics (computation) and communication (writing) that satisfy the related instruction requirements.

Evidence-Standard 2.C.11	Web Address
Energy Technology program	<a href="http://ace.mc.umt.edu/programs/NRG/default.html">http://ace.mc.umt.edu/programs/NRG/default.html</a>
BOR policy 301.12- Undergraduate Degree Programs	<a href="http://www.mus.edu/borpol/bor300/301-12.pdf">http://www.mus.edu/borpol/bor300/301-12.pdf</a>

### *Graduate Programs*

2.C.12 Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

UM's graduate program is a fundamental part of the University's mission to provide unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. Currently UM offers 18 PhD, three EdD, three professional doctorate, 22 MA, 21 MS, four MFA, two MEd, seven professional master's, three educational specialist degrees, and four graduate certificate programs. Many of these programs have options within them. A complete list of the programs is posted on the [Degrees and Majors inventory](#). Since 2010, UM has added two PhD degrees (Materials Science and Systems Ecology), two MA degrees (Environmental Journalism



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and Teaching Middle School Math), and three MS degrees (Athletic Training, Chemistry, and Systems Ecology) to its graduate degree roster.

The Graduate School, led by the dean of the Graduate School, administers UM's graduate programs. Although the Graduate School provides administrative oversight and basic standards for all graduate programs at UM, individual departments, schools and colleges are responsible for developing the objectives, admission standards, curricula, learning outcomes, and graduation requirements for their respective programs. All curricular programs and policies are reviewed and approved by the [Graduate Council](#), a standing committee of the Faculty Senate. Graduate programs are also evaluated periodically by external reviewers, the Graduate Council, the Faculty Senate, and administrators from the Office of the Provost on a [program review schedule](#) administered by the Office of the Provost.

In the natural and social sciences, nearly all graduate students prepare original research-based theses and dissertations. In the humanities and some other areas, they develop portfolios of creative works and/or conduct research in preparation for a thesis or dissertation. Advanced levels of coursework, along with research, professional analyses, or creative activities are expected of each graduate student. Faculty committees evaluate theses/dissertations, professional papers, performances, and creative works to ensure quality and rigor. For a graduate student to receive graduate credit for a graduate/undergraduate course, an additional and significant graduate component for the course is required by the Graduate Council ([Faculty Senate procedure 301.3](#)).

Evidence-Standard 2.C.12	Web Address
Degrees and Majors Inventory	<a href="http://www.umt.edu/academics/degrees-and-majors/">http://www.umt.edu/academics/degrees-and-majors/</a>
Graduate Council	<a href="http://www.umt.edu/facultysenate/committees/grad_council/default.php">http://www.umt.edu/facultysenate/committees/grad_council/default.php</a>
Program Review	<a href="http://umt.edu/provost/faculty/progreview/default.php">http://umt.edu/provost/faculty/progreview/default.php</a>
Faculty Senate procedure 301.3- Graduate Increment Guidelines	<a href="http://www.umt.edu/facultysenate/procedures/default.php">http://www.umt.edu/facultysenate/procedures/default.php</a>

**2.C.13 Graduate admissions and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.**

#### **Graduate Admissions and Retention Policies**

[Graduate admissions policies and procedures](#) are posted on the Graduate School website, and individual programs' specific admissions procedures or requirements are explained in the program description. In general, applicants must provide evidence of excellent undergraduate performance, minimum GRE or other pertinent standardized test scores, a minimum TOEFL score for international admissions, a statement of interest/intent, and references regarding academic potential. Some programs, particularly in the fine arts and humanities, require a portfolio of creative works and other evidence of graduate potential.

As noted previously, the Graduate Council is responsible for review of all graduate education academic policies, including admission standards and program proposals. In addition, faculty members participating in graduate education through the individual departments and programs are responsible for developing program proposals, including admission standards, and advancing them through the UM academic governance system. Faculty members are thus intimately involved in the development of programs, admission standards, recommendations for graduate students' scholarships and awards, performance and

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graduation standards, applicable credit standards, and development and oversight of elements such as practica and internships. Additionally, graduate degree audits are completed by the Graduate School staff to ensure satisfactory completion of the program of study.

Admissions policies and retention efforts contribute to the success of graduate students. A new orientation process was developed for graduate students across campus, the College of Humanities and Sciences has introduced workshops to prepare and support new teaching assistants, and Graduate Council has approved a new graduate advising/mentoring policy to improve retention for all graduate students.

### **Transfer Graduate Credit**

Transfer credit is evaluated by program faculty and accepted according to clearly defined policies, as stated in the Graduate School website for [master's](#) and [doctoral](#) programs.

Evidence-Standard 2.C.13	Web Address
Graduate admissions policies and procedures	<a href="http://www.umt.edu/grad/Apply/default.php">http://www.umt.edu/grad/Apply/default.php</a>
Master's Degree policies	<a href="http://www.umt.edu/grad/Academic%20Policies/The%20Masters%20Degree.php">http://www.umt.edu/grad/Academic%20Policies/The%20Masters%20Degree.php</a>
Doctorate Degree policies	<a href="http://www.umt.edu/grad/Academic%20Policies/The%20Doctorate.php">http://www.umt.edu/grad/Academic%20Policies/The%20Doctorate.php</a>

**2.C.14** Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

UM grants graduate credit for experiences that are an integral part of a number of its graduate degree programs. The University does not, however, grant graduate level credit for experiential learning that occurred prior to acceptance into a graduate degree program.

UM's schools and colleges ensure the quality of programming at the graduate level, including off-campus educational opportunities. Several graduate programs, including business administration, counselor education, educational leadership and psychology have internships, field experiences or clinical practice components. Student learning and achievements during these experiential learning opportunities are discussed and assessed via corresponding coursework.

**2.C.15** Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expression of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

Graduate programs at UM are designed to prepare students for their respective disciplines. Graduate Council subcommittees are organized by discipline categories (e.g. sciences, social sciences, professional schools, humanities) to assure review by faculty members familiar with discipline-specific standards and expectations. Many programs are accredited by professional bodies like the National Council for Accreditation of Teacher Education (NCATE) and The Association to Advance Collegiate Schools of Business (AACCSB) that conduct on-site reviews and specify outcomes such as pass rates on licensing exams.

Three examples illustrate the differing emphases of programs designed for artistic creation, research and scholarship and professional practice. As required by each program, these products were submitted in the format appropriate to the discipline:

- a master’s candidate in creative writing fashioned poems on the use of language by the power elite in a professional paper;
- a doctoral candidate in chemistry studied measurement of reactive trace gases and variable ozone formation rates in biomass burning plumes; and
- a doctoral candidate in clinical psychology performed a qualitative analysis of the strategies used by older Native Americans to cope with race-related stressors.

### *Continuing Education and Non-credit Programs*

#### **2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution’s mission and goals.**

The mission of UM’s [School of Extended and Lifelong Learning](#) (SELL) is to create and provide innovative and flexible education solutions and personal growth opportunities for diverse audiences. SELL’s mission supports and complements the University’s mission, vision and strategic goals, including the core themes identified in UM’s strategic plan. SELL offers off-campus credit and non-credit programs, consistent with UM’s mission to educate informed, ethical and engaged citizens. In addition, SELL manages Summer Session, Wintersession, and UOnline, programs that serve many on- and off-campus students.

Specific goals and strategies in UM’s strategic plan underscore these aspirations. SELL is charged with assisting in the creation of more opportunities for distance education in graduate programs; continuing to grow online offerings within and across academic units; improving lifelong learning opportunities for older adults through continued growth of the UM Osher Lifelong Learning Institute (MOLLI); collaborating with community partners in K-12 and outlying communities to expand programs; developing conferences and noncredit professional development opportunities; and maximizing technological innovations by creating an environment where technology supports student learning, faculty teaching and research, and administrative needs.

Evidence-Standard 2.C.16	Web Address
School of Extended and Lifelong Learning	<a href="http://www.umt.edu/ce/default.php">http://www.umt.edu/ce/default.php</a>

**2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are**

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appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

Academic approval of all courses, including continuing education and special learning courses, follow the requirements established by the Faculty Senate. The department chair, academic dean, SELL dean, and the provost must approve all new courses, and learning outcomes are determined by a course's home academic unit, rather than SELL. While SELL coordinates logistics for programs and courses involving travel or fieldwork, such courses are ultimately governed by UM academic policy and are under the purview of the home academic unit. Online learning, continuing education credit programs, Summer Session and non-credit programs are also guided by [BOR policy 303.7](#), [BOR policy 304.1](#), [BOR policy 306](#) and [BOR policy 304.2](#), respectively.

Evidence-Standard 2.C.17	Web Address
School of Extended and Lifelong Learning	<a href="http://www.umt.edu/ce/default.php">http://www.umt.edu/ce/default.php</a>
BOR policy 303.7- Online learning	<a href="http://mus.edu/borpol/bor300/303-7.pdf">http://mus.edu/borpol/bor300/303-7.pdf</a>
BOR policy 304.1- Continuing Education; credit programs	<a href="http://mus.edu/borpol/bor300/304-1.pdf">http://mus.edu/borpol/bor300/304-1.pdf</a>
BOR policy 306- Summer Session	<a href="http://mus.edu/borpol/bor300/306.pdf">http://mus.edu/borpol/bor300/306.pdf</a>
BOR policy 304.2- Continuing Education; non-credit programs	<a href="http://mus.edu/borpol/bor300/304-2.pdf">http://mus.edu/borpol/bor300/304-2.pdf</a>

**2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.**

As mentioned, any courses or programs offered for academic credit through SELL must be approved also by the appropriate academic unit to ensure that they adhere to the same rigor and expectations for students' learning. Administration of the academic and fiscal elements of these programs is provided by the same offices that assist traditional campus programs. Using this model, SELL offers the following credit programs: UOnline, Summer Session, Wintersession, and online degree programs. These programs also follow established UM policies guidelines for academic oversight and address the University's mission by providing opportunities leading to informed, ethical, and engaged citizens of local and global communities.

SELL also provides Continuing Education Units (CEUs) for UM as authorized by [BOR policy 304.2](#). The CEU is a nationally recognized system of recording and recognizing participation in noncredit professional educational courses, programs, and other activities. To signify completion of such activities, SELL issues a Certificate of Completion, which is valid for any profession and/or professional association that recognizes UM CEUs.

To grant CEUs, programs at UM must:

- Satisfy all aspects of the definition of the CEU;
- Clearly state the program's educational objectives;
- Be conducted by qualified instructional personnel;
- Specify performance objectives before the program begins;

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- Require registration details sufficient for a permanent record of individual participation;
  - Be evaluated by procedures designed during the planning process to measure quality and effectiveness; and
  - Include procedures for establishing satisfactory completion by each participant and for notifying the appropriate records office of CEUs awarded.

Evidence-Standard 2.C.18	Web Address
BOR policy 304.2- Continuing education; non-credit programs	<a href="http://mus.edu/borpol/bor300/304-2.pdf">http://mus.edu/borpol/bor300/304-2.pdf</a>

**2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.**

SELL utilizes a noncredit registration system, CampusCE, which maintains a database of all courses proposed and offered. It also features a student records database that keeps a permanent record of all noncredit activities, any CEUs awarded to the individual, and any other completion awards.

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## STANDARD 2.D: STUDENT SUPPORT RESOURCES



From orientation to graduation, UM offers a comprehensive set of student support networks and services

### 2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

UM provides effective learning environments with appropriate programs and services to respond to student learning needs. Indeed, one of UM's core themes is the dynamic learning environment, and another is partnering for student success. Student services collaborate with other programs and academic departments to engage students, provide academic and social support, and meet student needs. Students complete coursework in face-to-face classrooms, as well as online. Highly motivated students can engage in challenging courses and other opportunities provided by the [Davidson Honors College](#). In addition, UM's active TRIO-Student Support Services program for first-generation, minority, and disabled students provides services essential to their success. The [Global Leadership Initiative](#) (GLI) offer students opportunities for interdisciplinary studies, specialized courses, problem-solving experience and leadership training. Missoula College offers professional, technical, transfer, and workforce programs and courses. The University works to create an inclusive campus environment that fosters an appreciation of individual differences. The following offices in both Academic and Student Affairs offer beyond-the-classroom programs and provide support services to help students attain their personal, academic, and professional goals.

#### **Office for Student Success (OSS)**

Oversight for most academic support services is provided by the Office for Student Success. OSS programs inform and mentor students about the curriculum and areas of study, tutoring services, experiential learning, and other opportunities. The services they provide are outlined below. Funds are currently being raised for a Learning Commons, which will encompass dedicated space for these support services and create study/work space on the first floor of the Mansfield Library – precisely the type of dynamic learning environment UM continues to build.

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### **Undergraduate Advising Center**

The [Undergraduate Advising Center](#) (UAC) works with faculty and staff advisors to improve the overall quality and consistency of advising services. Monthly “Advising Conversations” are held to review and discuss advising practices. Training sessions are offered for faculty and staff advisors on topics such as assessment of advising, using technology effectively, and FERPA concerns. Information about advising is made available to students in at least three ways: the advising section of the course catalog, via an online pre-orientation session with embedded advising videos, and via an advising blog where information is continually updated. [Academic Planner](#), an online interactive application developed at UM, allows students to plan the upcoming semester and well as project multi-year plans. All of these resources are in place to help students participate in the advising process and make decisions about their academic careers.

The UAC professional advisors are the advisors of record for all first-year students who plan to major in business, psychology, or communication studies and all students who have not yet declared a major. The UAC employs a distance learner specialist to advise the University’s increasing population of students enrolled in online courses. The UAC also partners with Enrollment Services to provide advising and registration-related information to new students through online orientation modules and to serve as a key point of contact to new students participating in summer orientation sessions, whether on campus or online.

### **Academic Advising Center and Learning Center at Missoula College**

The Learning Center on the Missoula College campus provides tutoring in math, writing, and other academic areas, as well as skills assessment and accommodated test services. Students may work with a retention professional and other staff members to develop study skills, participate in academic coaching, and access additional student support services. The Academic Advising Center currently employs a director and two professional advisors, with student workers providing administrative assistance. The advisors work formally with students enrolled in the Department of Applied Arts and Sciences, although they also provide advising support for all Missoula College programs. Students pursuing degrees and certificates in areas such as nursing and applied computing and electronics technology are advised by faculty in those departments.

### **Exploratory Studies**

The [Exploratory Studies Program](#) (ESP) is designed for students who have not chosen a major and would like to examine their options through a focused approach. ESP consists of seven exploratory tracks, each containing general education courses that fit into a number of related majors. This allows students to explore multiple majors in an area of interest while making progress towards their graduation requirements.

### **Four Bear**

The [Four Bear](#) program provides academic planning designed to help students graduate in four years. Students who participate in Four Bear receive the following benefits: early access to courses during registration, focused workshops on academic planning, and a guaranteed tuition/fee waiver beyond the fourth year in the event critical courses within the agreed-upon plan were unavailable.

### **KPCN: The Peer Connection Network**

[KPCN](#) is a student-based video production team that makes short tutorial videos from the students’ perspective. KPCN videos explain such topics as registering for classes, buying textbooks, general education requirements, financial education resources, tutoring, and Four Bear.

### **Writing Center**

The [Writing Center](#) helps students “become more independent, versatile, and effective writers, readers, and thinkers.” The Writing Center offers free one-on-one tutoring and workshops to undergraduate and

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graduate students, and its staff promotes writing activities by consulting with faculty, visiting classes, and providing discipline-specific workshops.

### **Study JAM and Tutoring**

[Study JAM](#) provides group study opportunities twice a week. Students and tutors meet in the University Center (UC) at tables set up for specific (usually high-enrollment) courses based on student and faculty requests. In addition, the [Math Tutoring program](#) offers two tutoring sites: one for students taking developmental mathematics and non-calculus-track mathematics courses, and one for students in more advanced mathematics courses.

### **TRIO-Student Support Services and Upward Bound**

[TRIO Student Support Services](#) is a federally funded program that provides academic support for eligible UM students. Students are eligible if they are low-income, come from homes in which neither parent completed a four-year college degree, or have a documented disability. The project is funded to serve 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.

[Upward Bound](#) provides high school students with college-level skills and encourages the entry of low-income, first-generation students into college. Designed to provide sustained service from ninth grade through high school graduation, the program offers academic year support services, summer instruction, and the [Bridge Scholars' program](#).

### **Office for Academic Enrichment**

The [Office for Academic Enrichment](#) (AE) coordinates beyond-the-classroom experiences. AE provides oversight for Internship Services, works with faculty and other administrative offices, such as the Office for Civic Engagement, to help students find appropriate activities. It also offers information and support to UM students seeking to supplement and build upon their classroom learning.

### **Internship Services**

[Internship Services](#) provides students a means to integrate academic theories and principles with practical experience. This reinforces and expands classroom learning while preparing students for post-graduate employment. The staff interacts with an average of 36 departments, more than 700 students, and nearly 400 employers each year to develop and secure quality working and learning environments.

### **Office for Civic Engagement**

The [Office for Civic Engagement](#) (OCE) serves as a primary resource and coordinating center for campus and community engagement activities. OCE manages AmeriCorps programs, service learning, a volunteer center, and the Academic Learning Integrated Volunteer Experience (ALIVE), which allows participants to gain graduate-level course credit in combination with their national service experience.

### **Fieldwork Opportunities**

Many majors on campus encourage or require students to engage in fieldwork, independent study, or practica. For example, to earn a BA in social work, students must enroll in a two-semester, 10-credit practicum experience in which they complete 450 hours of social work experience under the supervision of an approved agency field instructor. Experiences such as these help students learn about the profession, develop competencies, and apply theory to practice. AE helps departments develop and promote such opportunities.

### **Undergraduate Research and Creative Scholarship**

The Undergraduate Research Committee collaborates with AE and the Davidson Honors College to help students explore their original questions and ideas and/or find a research opportunity with a faculty



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member. Faculty members mentor undergraduate students who are interested in conducting their own research or creative scholarship. These students can present their research/scholarship each year at the [UM Conference on Undergraduate Research](#) (UMCUR).

### **Division of Student Affairs**

The [Division of Student Affairs](#) contributes to the University's mission by providing services, facilities, and programs that support student needs, foster student learning and personal development, create a healthy and diverse community, and enrich student life. Each office within Student Affairs has its own mission statement that supports and contributes to this broader mission. Several Student Affairs offices are described below to demonstrate UM's focus on supporting students as they complete their studies.

### **Disability Services for Students**

[Disability Services for Students](#) (DSS) provides reasonable modifications to students with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. The mission of DSS is to ensure that programs are as accessible to, and usable by, students with disabilities as they would be for any student. Commonly used modifications include textbooks in audio formats, the use of sign language interpreters and note takers, extended testing time, and priority course registration.

### **Office of International Programs and Foreign Student and Scholar Services**

The [Office of International Programs](#) (OIP) and [Foreign Student and Scholar Services](#) (FSSS) collaborate in the admission of international students and provide support services to help these students and visiting scholars achieve their educational and professional goals and to foster intercultural understanding and goodwill. FSSS assists in the reception and orientation of foreign students, helps with their integration into the community, interprets immigration regulations and laws and assists students and scholars in maintaining their legal status and obtaining related benefits. OIP creates international opportunities for faculty and students and coordinates the preparation and placement of UM students in international study.

### **Career Services**

The mission of [Career Services](#) is to provide quality educational, career, and life planning services to assist all students and alumni. Services include career counseling, recruiting, student employment, career fairs, topical workshops, instruction in resume writing, testing, and the Ask-an-Alum career networking program. Internship Services and Career Services collaborate to connect employers and students with appropriate placements.

### **American Indian Student Services**

[American Indian Student Services'](#) (AISS) primary goal is to facilitate American Indian student enrollment and success. AISS provides students with assistance relating to financial aid processes, scholarship opportunities, transitioning to campus and the larger community, academic advocacy, community resources, referrals, and social and cultural programs.

### **Associated Students of the University of Montana (ASUM)**

[ASUM](#), UM's student governance body, recognizes and provides funding for student groups in support of social justice and/or student advocacy. These include the Black Student Union, International Student Association, Lambda Alliance, Students for Economic and Social Justice, Women's Resource Center, American Indian Science and Engineering Society, Alliance for Disability and Students at UM (ADSUM), and Chi Alpha Phi.

In partnership with the University, ASUM provides vital services to students such as ASUM Child Care and Preschool and Family Resources, Legal Services, Off-campus Renter Center, Sustainability Center, UM Productions, a Student Resolution Officer for student complaints, and the Transportation Office,

which coordinates five bus routes that provide more than 420,000 rides to students, faculty and staff each academic year.

### **Veteran’s Education and Transition Services**

The [Veterans’ Education and Transition Services](#) (VETS) office supports veterans transitioning from service in the armed forces to civilian life as students. The underlying goal of VETS is to help veterans succeed academically. The VETS office is the liaison for G.I. Bill education benefits between UM, the Veteran’s Administration office, and the student. The office provides a positive environment for veterans and their dependents, including a lounge area, a computer lab and a quiet study area.

Evidence-Standard 2.D.1	Web Address
Davidson Honors College	<a href="http://www.dhc.umt.edu/">http://www.dhc.umt.edu/</a>
Global Leadership Initiative	<a href="http://www.umt.edu/gli/">http://www.umt.edu/gli/</a>
Undergraduate Advising Center	<a href="http://www.umt.edu/uac/">http://www.umt.edu/uac/</a>
Academic Planner	<a href="http://www.umt.edu/help/ap/">http://www.umt.edu/help/ap/</a>
Exploratory Studies Program	<a href="http://www.umt.edu/oss/esp/">http://www.umt.edu/oss/esp/</a>
Four Bear Program	<a href="http://www.umt.edu/oss/fourbear/">http://www.umt.edu/oss/fourbear/</a>
Peer Connection Network (PCN)	<a href="http://www.umt.edu/uac/docs/kpcn.php">http://www.umt.edu/uac/docs/kpcn.php</a>
Writing Center	<a href="http://www.umt.edu/writingcenter/">http://www.umt.edu/writingcenter/</a>
Study Jam	<a href="http://umt.edu/oss/student_success_resources/tutoring.aspx">http://umt.edu/oss/student_success_resources/tutoring.aspx</a>
Math Tutoring Program	<a href="http://umt.edu/oss/student_success_resources/tutoring.aspx">http://umt.edu/oss/student_success_resources/tutoring.aspx</a>
TRIO Student Support Services	<a href="http://www.umt.edu/trioss/">http://www.umt.edu/trioss/</a>
Upward Bound	<a href="http://www.umt.edu/trioub/">http://www.umt.edu/trioub/</a>
Bridge Scholars Program	<a href="http://www.umt.edu/trioub/info/bridge.html">http://www.umt.edu/trioub/info/bridge.html</a>
Academic Enrichment	<a href="http://www.umt.edu/ae/">http://www.umt.edu/ae/</a>
Internship Services	<a href="http://www.umt.edu/ae/Internships/Default.php">http://www.umt.edu/ae/Internships/Default.php</a>
Office for Civic Engagement	<a href="http://www.umt.edu/ae/CivicEngagement/Default.php">http://www.umt.edu/ae/CivicEngagement/Default.php</a>
UM Conference on Undergraduate Research	<a href="http://www.umt.edu/ugresearch/UMCUR/default.php">http://www.umt.edu/ugresearch/UMCUR/default.php</a>
Division of Student Affairs	<a href="http://life.umt.edu/vpsa/">http://life.umt.edu/vpsa/</a>
Disability Services for Students	<a href="http://life.umt.edu/dss/">http://life.umt.edu/dss/</a>
Office of International Programs	<a href="http://umt.edu/international-programs/default.php">http://umt.edu/international-programs/default.php</a>
Foreign Student and Scholar Services	<a href="http://life.umt.edu/fsss/default.php">http://life.umt.edu/fsss/default.php</a>
Career Services	<a href="http://life.umt.edu/career/">http://life.umt.edu/career/</a>
American Indian Student Services	<a href="http://life.umt.edu/aiss/">http://life.umt.edu/aiss/</a>
Associated Students of the University of Montana	<a href="http://life.umt.edu/asum/">http://life.umt.edu/asum/</a>
Veterans’ Education and Transition Services	<a href="http://life.umt.edu/veterans/">http://life.umt.edu/veterans/</a>

**2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.**

UM is committed to ensuring safety and security for all students, faculty, staff, and visitors to its campuses and recognizes that all members of the University community must share the responsibility for campus safety. A number of offices have specific roles in ensuring campus safety and security: Public Safety, Residence Life, the Griz Card Center, the Curry Health Center, Environmental Health and Risk

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Management, Dean of Students, Office of Equal Opportunity and Affirmative Action/Title IX Coordinator, and the Information Technology Security Officer.

### **Public Safety**

The [Office of Public Safety](#) plays a central role in campus security by conducting criminal investigations, preventive patrol and community policing activities, safety education, safety escort, coordination of the campus emergency plan, and collection of crime statistics. A staff of 13 trained Public Safety officers patrols campus. The dispatch center operates 24 hours a day, 365 days a year.

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

Public Safety officers are trained and equipped to respond to emergencies that require the use of Special Response Team. This equipment includes updated weapons and communication systems. Public Safety has added “less-than-lethal” equipment to be able to stop a dangerous person effectively without the use of deadly force.

All Public Safety officers are affiliated with the community policing program. Outreach efforts include safety and security presentations, self-defense courses, and safety programs for the children of students living in University Villages and Lewis and Clark Village.

The [Student Advocacy Resource Center](#) (SARC) and Public Safety work closely together on sexual assault cases. This working relationship has been a key element in providing resources and information to the campus community.

### **Safety Communication**

One of UM’s primary communications on safety and security is the [Annual Security and Fire Safety Report](#), which is made available to every new student during orientation. It complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990 and the Drug-Free Workplace Act.

This report provides public safety information, crime statistics, and safety tips. It describes law enforcement and safety services, emergency procedures, and how to report crimes. Additionally, it explains the University's policy on sexual assault and identifies support services for victims. The report also contains the University's tobacco-free, drug and alcohol policies, which extend to residence halls, Greek organizations, and events organized by various groups on campus, including student organizations. If a student has violated the drinking laws of Montana or the Student Conduct Code, the student is required to complete an alcohol education course or attend counseling; these are offered by the Curry Health Center’s [Behavioral Health Options](#) program.

UM’s [emergency communications strategy](#) allows the University to 1) provide students and employees with timely information about an emergency, 2) provide a location where more information can be obtained, and 3) provide a method to send an “all clear” message. In the event of an emergency, the campus community can be notified by email, Twitter, the University homepage, and text message.

Information about safety is communicated in several other ways. Public Safety conducts a safety and security presentation at all new student orientations. Students living on campus regularly receive

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information about safety from resident assistants and Public Safety officers, and a Public Safety community liaison officer is housed in a residence hall and responds to all residence hall calls. Residence Life publishes and distributes a calendar/policy manual that reviews the security features of the residence halls, University Villages, and Lewis and Clark Village. [Public Safety's website](#) offers guidelines and information on campus safety, vehicle regulations, and features timely bulletins when appropriate.

### **On-Campus Safety**

Policies and procedures are in place to make living on campus as safe and secure as possible. For campus residents, these include policies on visitation and zero tolerance for the possession and use of prohibited substances. Entrances to the residence halls are locked between 8:00 P.M. and 8:00 A.M. The grounds surrounding residence halls, townhouses and apartments of University Villages and Lewis and Clark Village are well lit. Access to residence hall entrances and the floors of two high-rise residence halls is controlled electronically using Griz Card readers. Residence hall high-rises have emergency phones in the stairwells that are connected directly to the Public Safety dispatch office. Emergency phones are located in all elevators. All residence halls and residences in University Villages and Lewis and Clark Village have door chains and viewers. If students lose their room or apartment keys, their doors are re-keyed within seven days. All facilities have smoke detection devices. Each residence hall desk is staffed 17 hours a day, and all residence halls have night security staff on duty from 5:00 p.m. to 3:00 a.m. Staff members make hourly rounds to check front door security and detect potential security risks. Student directory listings contain the student's name and email address, with an optional phone number, but no room number or address information.

UM policy prohibits all forms of discrimination including harassment, sexual misconduct, relationship violence and stalking. The policy and accompanying procedures are widely disseminated and can be found easily on the [UM Policies](#) and [Equal Opportunity and Affirmative Action](#) websites.

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

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

Recent measures to improve campus safety include:

- additional lighting in interior locations and at Park-N-Ride facilities,
- police bicycle, foot, and car patrolling,
- closed-circuit cameras at each dorm entrance and at the perimeter of several buildings,

### **Other Safety Resources**

The [Behavioral Intervention Team](#) (BIT) identifies, assesses, and responds to serious or potentially serious incidents related to student mental health, physical health, or conduct, which, if disregarded, could threaten the health and safety of the campus community. The BIT is composed of campus professionals including the director of the Curry Health Center, director of DSS, director of Public Safety, director of Counseling Services, dean of students, director of Residence Life, UM legal counsel, director of Equal Opportunity/Affirmative Action, and a psychology professor. Any member of the campus community may submit a BIT referral form to inform the BIT that a student was recently or is still in a crisis. The BIT then contacts the student to offer help and assess the situation.

Additional campus safety resources include:

- [Grizzly Personal Safety](#) (GPS), a free student-staffed safety service that anyone can call to request company walking from one place to another on campus
- [BIT Referral Form](#) to report alleged student misconduct incidents; primarily for staff and faculty use
- [Hate Crime Report Form](#), a Missoula Police Department Quality of Life form
- [Map of campus emergency telephones](#)
- [Hazing & Harassment Hotline](#)
- [Discrimination Grievance Form](#)
- [Harassment Incident Report Form](#)

Evidence-Standard 2.D.2	Web Address
Office of Public Safety	<a href="http://www.umt.edu/publicsafety/">http://www.umt.edu/publicsafety/</a>
Student Advocacy Resource Center	<a href="http://life.umt.edu/curry-health-center/student-advocacy-resource-center/default.php">http://life.umt.edu/curry-health-center/student-advocacy-resource-center/default.php</a>
Annual Security and Fire Safety Report	<a href="http://www.umt.edu/publicsafety/docs/AnnualSecurityFireSafetyReport.pdf">http://www.umt.edu/publicsafety/docs/AnnualSecurityFireSafetyReport.pdf</a>
Emergency Plans and Policies	<a href="http://umt.edu/safety/policies/policies.php">http://umt.edu/safety/policies/policies.php</a>
UM policy- Discrimination, harassment, sexual misconduct, stalking and retaliation	<a href="http://umt.edu/policies/400-HumanResources/DiscriminationHarassmentSexualMisconductStalkingRetaliation.aspx">http://umt.edu/policies/400-HumanResources/DiscriminationHarassmentSexualMisconductStalkingRetaliation.aspx</a>
EOAA Discrimination Prevention	<a href="http://www.umt.edu/eo/tutorial/takeaway.php">http://www.umt.edu/eo/tutorial/takeaway.php</a>
Behavioral Intervention Team	<a href="http://life.umt.edu/vpsa/bit.php">http://life.umt.edu/vpsa/bit.php</a>
Grizzly Personal Safety	<a href="http://www.umt.edu/publicsafety/Personal%20Safety/Grizzly%20Personal%20Safety.aspx">http://www.umt.edu/publicsafety/Personal%20Safety/Grizzly%20Personal%20Safety.aspx</a>
BIT Referral Form	<a href="http://life.umt.edu/vpsa/bit.php">http://life.umt.edu/vpsa/bit.php</a>
Hate Crime Report Form	<a href="http://www.umt.edu/publicsafety/Personal%20Safety/default.aspx">http://www.umt.edu/publicsafety/Personal%20Safety/default.aspx</a>
Map of campus emergency telephones	<a href="http://www.umt.edu/publicsafety/Personal%20Safety/Emergency%20Phones.aspx">http://www.umt.edu/publicsafety/Personal%20Safety/Emergency%20Phones.aspx</a>
Hazing & Harassment Hotline	<a href="http://life.umt.edu/vpsa/safety/hazing.php">http://life.umt.edu/vpsa/safety/hazing.php</a>
Discrimination Grievance Intake Form	<a href="http://www.umt.edu/eo/grievance.php">http://www.umt.edu/eo/grievance.php</a>
Harassment Incident Report Form	<a href="http://www.umt.edu/eo/harassment.php">http://www.umt.edu/eo/harassment.php</a>

**2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.**

### **Admissions**

UM recruits and admits students that have potential for success based on the demands of its various educational programs. Admission standards for freshmen, transfer students, Missoula College students, non-traditional students, homeschooled students, and international students are published on the application section of the [admissions website](#). For example, freshman applicants to four-year programs at UM must meet at least one criterion in each of three categories 1) primary requirements, such as a minimum ACT or SAT score, cumulative GPA, or class rank, 2) math proficiency requirements, and 3) writing proficiency requirements. The MUS also requires that incoming freshman complete college

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preparatory requirements. Admission to graduate or professional programs, such as law, physical therapy, and pharmacy, require additional preparation and prerequisite coursework.

### **Freshman Orientation**

Each summer, about 2,000 incoming students participate in two-day orientation sessions on campus before the fall semester starts. An additional session is held for students entering in the spring semester. During orientation, students are introduced to academic expectations, general education requirements, freshman success programs, financial aid, and other support services. Students also attend programs about personal safety and healthy lifestyles. Other activities include departmental or school meetings, individual meetings with academic advisors, placement testing, campus tours, and social events. Programs are also provided for parents and families who attend.

Before students arrive for orientation, advisors pre-register them for core academic courses, including appropriate composition and math courses. Students are strongly encouraged to take an online math placement exam to ensure that they are enrolled in the appropriate level of math course. These core courses are selected by departments based on the requirements of their major. Undeclared students are pre-registered for a set of courses that meet general education requirements. Beginning in summer 2014, all entering students will be pre-registered for 12 credits minimum to ensure equitable access to critical courses for incoming freshmen and to allow for more meaningful conversations about long-term goals, transitional issues, and student life on campus during the orientation visit. During orientation, students may adjust their schedules as needed.

### **Transfer Student Orientation**

Transfer student orientation focuses on transfer articulation, advising, and registration. Previous assessments of this orientation have found that transfer students' interests pertain more to academic and career issues and less to support services, given their prior experience on a college campus. Since 2012, an online transfer student orientation session has provided access to needed academic and registration information without requiring travel to campus.

### **Missoula College Student Orientation**

At the beginning of each semester, orientation programs are offered to students entering Missoula College (MC). The half-day program begins with advising and also includes breakout sessions in which students are given instruction for online registration and provided individualized computer support. MC students are also welcome to attend any other orientation sessions.

### **Graduate Student Orientation**

Individual departments schedule orientation for graduate students. In addition, the College of Humanities and Sciences offers workshops for new teaching assistants, and Graduate Council has approved graduate advising/mentoring guidelines to improve retention for all degree-seeking graduate students.

Evidence-Standard 2.D.3	Web Address
Admissions	<a href="http://admissions.umn.edu/apply">http://admissions.umn.edu/apply</a>

**2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.**

Before it will consider approving a program termination or moratorium, the BOR requires that the program give adequate notice to students, faculty, and other constituents who may be affected. A program

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placed in moratorium remains in the course catalog and available to already enrolled students, but no new students are admitted to the program.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) Institutional mission and core themes; b) Entrance requirements and procedures; c) Grading policy; d) 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; e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; f) Rules, regulations for conduct, rights, and responsibilities; g) Tuition, fees, and other program costs; h) Refund policies and procedures for students who withdraw from enrollment; i) Opportunities and requirements for financial aid; and j) Academic calendar.

The University's [course catalog](#) is published online and features a printer-friendly format. It includes the University's Mission Statement and core themes, and information regarding the University's commitment to diversity and access, an accountability statement and institutional philosophy. Admission requirements and procedures, the academic calendar, students' rights and responsibilities, grading policy, academic regulations, degree-completion requirements, credit courses and descriptions, tuition, fees and other charges, financial aid information, refund policy, and other information pertaining to attendance and withdrawal from the institution are described in detail in the catalog. Administrators are named in the [University officers](#) section of the catalog, while faculty names and credentials are given under department headings.

Related information is also posted on the most relevant pages on the UM website, such as: the Offices of the [President](#), [Provost](#), [Student Affairs](#), [Registrar](#), [Admissions](#), [Office for Student Success](#), [Undergraduate Advising Center](#), and [Financial Aid](#). The catalog provides links to the Student Conduct Code, the Office of the Provost's website, departmental websites, and other relevant University websites.

Evidence-Standard 2.D.5	Web Address
Course Catalog	<a href="http://www.umt.edu/catalog/default.html">http://www.umt.edu/catalog/default.html</a>
University Officers	<a href="http://www.umt.edu/catalog/admin/uofficers.html">http://www.umt.edu/catalog/admin/uofficers.html</a>
Office of the President	<a href="http://www.umt.edu/president/">http://www.umt.edu/president/</a>
Office of the Provost	<a href="http://www.umt.edu/provost/">http://www.umt.edu/provost/</a>
Division of Student Affairs	<a href="http://life.umt.edu/vpsa/">http://life.umt.edu/vpsa/</a>
Registrar's Office	<a href="http://www.umt.edu/registrar/">http://www.umt.edu/registrar/</a>
Admissions	<a href="http://admissions.umt.edu/">http://admissions.umt.edu/</a>
Office for Student Success	<a href="http://www.umt.edu/oss/">http://www.umt.edu/oss/</a>
Undergraduate Advising Center	<a href="http://www.umt.edu/uac/">http://www.umt.edu/uac/</a>
Financial Aid	<a href="http://life.umt.edu/finaid/">http://life.umt.edu/finaid/</a>

2.D.6 Publications describing educational programs include accurate information on: a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

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 (see below). 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.

Examples include:

- Skaggs School of Pharmacy
  - [Pharmacy licensure and employment information](#)
- Department of Curriculum and Instruction
  - [Elementary Education Licensure and Testing requirements](#)
  - [Secondary Education Licensure and Testing requirements](#)
  - [General overview of teaching licensure in Montana](#)
- Department of Communicative Sciences and Disorders
  - [Speech Language Pathology Certification](#)
- College of Forestry and Conservation
  - [Careers and Job Opportunities](#)
- Practical Nursing
  - [Montana Board of Nursing licensure exams](#)

Evidence-Standard 2.D.6	Web Address
Pharmacy Licensure and Employment Information	<a href="http://pharmacy.health.umt.edu/content/licensure-and-employment-information">http://pharmacy.health.umt.edu/content/licensure-and-employment-information</a>
Elementary Education Licensure and Testing Requirements	<a href="http://coehs.umt.edu/departments/currinst/undergradprograms/elementary/default.php#licensure">http://coehs.umt.edu/departments/currinst/undergradprograms/elementary/default.php#licensure</a>
Secondary Education Licensure and Testing Requirements	<a href="http://coehs.umt.edu/departments/currinst/undergradprograms/secondary/default.php#licensure">http://coehs.umt.edu/departments/currinst/undergradprograms/secondary/default.php#licensure</a>
General Overview of Teaching Licensure in Montana	<a href="http://coehs.umt.edu/student-services/licens/default.php">http://coehs.umt.edu/student-services/licens/default.php</a>
Speech Language Pathology Certification	<a href="http://www.coehs.umt.edu/departments/csd/master/default.php">http://www.coehs.umt.edu/departments/csd/master/default.php</a>
College of Forestry and Conservation-- Careers and Job Opportunities	<a href="http://www.cfc.umt.edu/StudentServices/jobs.php">http://www.cfc.umt.edu/StudentServices/jobs.php</a>
Montana Board of Nursing Licensure Exams	<a href="http://www.mc.umt.edu/health/nursing/practicalnursing/">http://www.mc.umt.edu/health/nursing/practicalnursing/</a>

**2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.**

### **Secure Record Retention**

Students' academic records are comprehensive, accurate, and secure. Student records are stored in a centralized database that meets industry standards for security. Security profiles for users are determined by the administrative office that controls each category of information managed on the system. All grades for credit courses that have been taken since the summer of 1990 are recorded on this database, from which transcripts are generated. Update access (the ability to change an entry) for areas of the database connected to grading and academic history is carefully controlled, and only key personnel have the ability to change grades. Restrictions also apply to which personnel can view academic history information.

The database is backed up regularly in accordance with industry standards. In addition, hard copies of original instructor grade rosters from every course are kept in their original form in the Registrar's Office.



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Rosters from 1918 to 1977 have been microfilmed and retained in this medium; prior to 1918, rosters exist in ledger form. Digitally imaged paper transcripts are the primary storage medium for classes taken prior to the summer of 1990 (prior to summer of 1995 for Missoula College). For security purposes, archived backup copies of these records have been retained in paper records (paper records with additional microfilm backup at Missoula College).

### **Confidentiality**

Student records are private and only released in accordance with FERPA and University policy, described within the [Privacy and Release of Student Education Records \(FERPA\)](#) section of the course catalog. In short, transcripts are released only upon receipt of a written request by the student, or in compliance with the release of records as detailed in FERPA. The student has the right to request that directory information be kept confidential.

Evidence-Standard 2.D.7	Web Address
Course Catalog-Privacy and Release of Student Education Records (FERPA)	<a href="http://www.umt.edu/catalog/eso/Services/Privacy%20and%20Release%20of%20Student%20Education%20Records.html">http://www.umt.edu/catalog/eso/Services/Privacy%20and%20Release%20of%20Student%20Education%20Records.html</a>

**2.D.8 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**

To support UM’s mission and core themes by providing higher education opportunities for a diverse group of prospective students and supporting the success of those students once enrolled, the [Financial Aid Office](#) assists students in determining eligibility for and planning financial aid. The staff serves all students who apply for and receive financial assistance through UM. The Financial Aid Office provides application assistance, counseling, and other information to all prospective and enrolled students and their parents and monitors or administers all institutional, state, and federal financial aid programs in compliance with University policy and governmental regulations. The office has instituted an annual student satisfaction survey; feedback informs improvements in policy and procedures.

UM participates in federally funded campus-based programs and files the federal fiscal report and application (FISAP) annually. Increases in annual loan, grant, and tuition waiver limits and a growing student population have resulted in an increase in the amount of financial aid delivered – from approximately \$100 million in FY 2008 to \$150 million in FY 2012. The Financial Aid Office is audited by the Legislative Audit Division of the State of Montana in compliance with the Federal Single Audit Act.

The financial aid director and an associate director work closely with Intercollegiate Athletics to ensure that the University remains in compliance with the Big Sky Conference and NCAA Division I policies and regulations.

### **Availability of Financial Information**

The [Financial Aid Office](#) 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.

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The application for and receipt of financial aid is primarily an online process; web-based services are the principal means of communicating with students. Individual student information is provided via the secure portal known as CyberBear, through which students can track the status of grant, loan, and scholarship delivery.

### **Financial Education**

The [Financial Education](#) program provides one-on-one counseling for students to help them coordinate their academic and financial planning. The program educates students on other areas of personal finance such as managing debt and credit cards.

Evidence-Standard 2.D.8	Web Address
Financial Aid	<a href="http://life.umt.edu/finaid/">http://life.umt.edu/finaid/</a>
Grants	<a href="http://life.umt.edu/finaid/Grants.php">http://life.umt.edu/finaid/Grants.php</a>
Loans	<a href="http://life.umt.edu/finaid/loans/default.php">http://life.umt.edu/finaid/loans/default.php</a>
Scholarships	<a href="http://life.umt.edu/finaid/scholarships/default.php">http://life.umt.edu/finaid/scholarships/default.php</a>
Financial Education	<a href="http://www.umt.edu/bussrvcs/Students/Financial%20Literacy/">http://www.umt.edu/bussrvcs/Students/Financial%20Literacy/</a>

**2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution’s loan default rate.**

Students nearing completion of their degrees are notified of their obligation to complete a loan exit interview. This exit interview informs them about their rights and responsibilities as student borrowers. Student loan defaults are monitored in both the University’s Federal Perkins and Federal Stafford Loan Programs. The current loan default rates for Montana students remain below the national average.

**2.D.10 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 requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.**

### **Academic Advising Program**

At least one meeting with an advisor per semester is mandatory for undergraduate students at UM. At these meetings, the advisor and student review the student’s academic progress, educational goals, career options and determine the student’s course schedules for the upcoming semester. Upon review and approval of the planned course schedule, the advisor issues a personal identification number that allows the student to access online registration.

The Undergraduate Advising Center (UAC) holds advising conversations monthly throughout the academic year for both professional and faculty advisors. These training sessions include information about best practices, developmental advising, changes in curriculum, and resources to improve advising. Advisors also participate in the regional meetings of the National Academic Advising Association (NACADA). In the 2013 National Survey of Student Engagement (NSSE), students completed the academic advising module. The UAC is developing a new University-specific instrument to assess advising.

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### Academic Planner

The [Academic Planner](#) provides students with the capability to construct four year graduation plans and enables them to more easily schedule upcoming semesters. A student profile page summarizes the student's academic status including prior coursework, GPA, earned/attempted credit ratio, test scores, and participation in enrichment coursework. Advisors can view an advisees' profile page and academic plan, which is helpful for advising consultations.

UM Academic Affairs and Information Technology are currently partnering in a major project to prepare the campus for automated degree audit. The immediate goals are to provide students with consistently formatted, well-structured degree requirements in the 2015 academic catalog; store degree requirements in a single database; and restructure degree requirements such that they can be used by an automated degree audit system. All undergraduate degrees are expected to be restructured by June 2014, with graduate degrees to be completed by December 2014.

### Advising Personnel

Both faculty advisors and professional advising staff provide academic advising to students. Pre-majors (e.g. pre-psychology, pre-communication studies, pre-nursing) as well as students who have not yet declared a major are advised by Undergraduate Advising Center professionals. Students with a declared major are assigned a faculty or professional advisor through their major department. Some high-enrollment programs employ professional advisors within their college or department to handle the large advising load (e.g., Division of Biological Sciences, College of Forestry and Conservation, Phyllis J. Washington College of Education and Human Sciences). A student's advisor is listed in the Academic Planner profile, and may also be found in the [Advising Directory](#).

### Advising Requirements and Responsibilities

The advising responsibilities of faculty members are described in [UFA-UM Collective Bargaining Agreement](#) (UFA-UM CBA) section 6.2. "The advisor and advisee should discuss the educational objectives suited to the advisee's demonstrated abilities and expressed interests. The advisor helps the advisee to understand the relationship between academic programs and undergraduate research opportunities, internships, study abroad programs, and other academic experiences provided by the University."

Information about the process of advising, including student and advisor responsibilities, also appears in the [advising section of the course catalog](#).

Evidence-Standard 2.D.10	Web Address
Academic Planner	<a href="http://www.umt.edu/help/ap/">http://www.umt.edu/help/ap/</a>
Advising Directory	<a href="http://www.umt.edu/uac/Files%20and%20Forms/10-11advisingcontacts.php">http://www.umt.edu/uac/Files%20and%20Forms/10-11advisingcontacts.php</a>
UFA-UM CBA	<a href="http://www.umt.edu/provost/faculty/CBAs/default.php">http://www.umt.edu/provost/faculty/CBAs/default.php</a>
Course Catalog-Advising	<a href="http://www.umt.edu/catalog/acad/acadadvise/default.html">http://www.umt.edu/catalog/acad/acadadvise/default.html</a>

### 2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

To complement students' academic experiences, UM offers extensive co-curricular activities that are consistent with the University's mission, core themes, and values of leadership, diversity, engagement, and sustainability. They range from student groups, cultural programs, and sports/activities to out-of-the-classroom experiences mentioned in 2.C (e.g., paraprofessional positions within campus departments, volunteer positions in the community, and national and international internships).

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## Student Groups

Student government, the Associated Students of the University of Montana (ASUM) provides opportunities for students to form clubs and organizations and formally affiliate them with the University through a recognition process. University-recognized [student groups](#) have access to privileges and campus resources such as: meeting, event, and office space; information tables, and other resources in the University Center (UC); playing fields and other athletic facilities; and accounting services. Advisory relationships with staff and faculty help guide decision-making and actions for these clubs and organizations.

## UC Student Involvement

The UC Student Involvement Network (SIN) promotes student experiences beyond academics that are educationally purposeful and integrate students into the campus community. Included under this umbrella are: fraternities and sororities; leadership and diversity programming; arts and cultural programs such as student-coordinated, rotating exhibits in the UC's art gallery and meeting rooms and art fairs; and entertainment.

## Fraternity and Sorority Involvement

Six Greek fraternities and four sororities have chapters at UM and are advised by [Fraternity and Sorority Involvement](#) (FSI). FSI communicates information about Greek organizations, policies, events, and membership through social networks, websites, and print media. The Division of Student Affairs, UM Alumni Relations, and FSI are working with the Greek Task Force to create a Greek alumni advisory board to guide and advise UM Greek affairs.

## Intramural Sports

UM students, employees, their spouses, and alumni who have paid Alumni Association dues are eligible to participate in a variety of [Intramural Sports](#). Most special events are open to the public.

## Students with Disabilities

In developing its co-curricular programs, UM is responsive to the needs of a broad spectrum of student populations, in particular, students with disabilities. Performing arts, recreational, athletic, and student activity facilities are accessible to individuals with disabilities. Students with disabilities who wish to participate in co-curricular programs and require accommodations such as an interpreter can receive financial support to cover these costs through ASUM. Comprehensive information on accessibility for disabled individuals is located on the [Disability Services for Students website](#).

## Non-traditional Students

Approximately 30% of UM students are over the age of 30. Various campus units organize workshops and presentations that accommodate the schedules of adult students, and facilities such as the library, Fitness and Recreation Center and the UC offer early morning, evening, and weekend hours to better serve part-time and commuting students.

Evidence-Standard 2.D.11	Web Address
Student Groups	<a href="http://life.umt.edu/asum/student_groups/default.php">http://life.umt.edu/asum/student_groups/default.php</a>
Fraternity and Sorority Involvement	<a href="http://life.umt.edu/fsi/">http://life.umt.edu/fsi/</a>
Intramural Sports	<a href="http://life.umt.edu/crec/Intramurals/">http://life.umt.edu/crec/Intramurals/</a>
Disability Services for Students	<a href="http://life.umt.edu/DSS/">http://life.umt.edu/DSS/</a>

**2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual**

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climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

The University operates auxiliary services, such as Residence Life, Dining Services and the Bookstore, that deliver important goods and services to enhance the quality of life for students, faculty, staff, and visitors. They also provide students with further opportunities to engage in campus life and extend the learning community beyond the classroom. Several of these are outlined below.

### **Residence Life**

The mission of [Residence Life](#) (RL) is to provide safe, clean, healthy, and affordable living and learning facilities and to foster an inclusive community living environment for students, staff, faculty, and guests. RL adheres to the principles and standards of the Association of College and University Housing Officers-International, which conducted an external review of RL in 2007. All residence halls, University Villages, and Lewis and Clark Village apartments comply with safety and ADA codes. The comprehensive Residence Life Facility Master Plan was completed in 2005 and is in the process of being updated by a committee comprising faculty, students, staff, and administrators.

Residence Life administers:

- Nine residence halls with a capacity of 2,402 beds
- 191 apartments in Lewis and Clark Village for upper-division and graduate students with a capacity of 462 beds
- 578 apartment units in the University Villages complex for families or students with dependents

Students can choose from several living arrangements including quiet floors, substance-free floors, traditional living options, and multiple [Living Learning Communities](#) in which students with a common academic or social interest (e.g. Chemistry, Intercultural, Global Leadership Initiative, Honors) live together on the same floor or wing of a residence hall. Living Learning Communities are one way that RL enhances the quality of the learning environment at UM. In addition, the [UM FLAT](#) house allows students to model sustainable living.

RL supports the institution's mission and contributes to UM's intellectual climate by giving students opportunities to interact with a diverse group of peers, develop interpersonal skills, and learn the responsibilities of community living. Classroom spaces are maintained in the Knowles, Miller, and Jesse residence halls for faculty and program presentations. University Villages and Lewis and Clark Villages include community centers staffed by a coordinator as well as community assistants who organize a variety of programs to build a sense of community among residents as well as a support network for them. Full-time staff members and resident assistants, community assistants, village assistants, and resident technology assistants are trained on topics such as transitional and retention, student learning, community building, conflict mediation, leadership, interpersonal communication, diversity, safety, and the availability of campus resources.

### **UM Dining**

[UM Dining](#) (UMD) promotes sustainable business practices, delivers exceptional service at 11 dining locations, and provides outstanding cuisine – it has won 34 national and international dining awards. UMD's Director for Health, Nutrition and Food Safety provides menu and recipe analysis and free diet and nutrition counseling to on-campus meal plan participants. UMD supports the institution's mission and enhances the quality of the learning environment by providing student jobs, internships and volunteer opportunities; training opportunities through the [UM Dining Student Leadership Program](#); by sponsoring academic lectures; by collaborating with faculty and students on class projects and by making facilities

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available as learning laboratories for students, especially in the areas of nutrition and sustainable business practices. The 10-year-old [Farm to College program](#) is an innovative program that sources food locally, sustaining Montana agriculture and food businesses.

UMD regularly assesses the quality of service using guest satisfaction surveys, comment cards, fiscal analyses, intercept interviews, focus groups, online input, social media, email, direct feedback, and internal and external peer reviews.

### **University Bookstore**

The Bookstore is a local, independent, student and faculty-owned University store founded in 1921. Its mission is “to serve and support the intellectual, artistic, and athletic pursuits of the University of Montana, its students, and the Missoula community by competitively providing the highest quality goods and services.”

### **Campus Recreation**

[Campus Recreation](#) (CR) provides a wide array fitness and recreation programs. Facilities include an 85,000-square-foot Fitness and Recreation Center, climbing area, weight training area, swimming pool, 9-hole golf course, sports courts, fitness studios, handball/racquetball courts, a squash court, and cardio equipment. Group fitness classes and personal trainers are available to UM students, alumni association members and employees.

CR’s [Outdoor Program](#) (ODP) supports the institution’s strategic goals of building a dynamic learning environment and encouraging student success. ODP outings and special events contribute to the intellectual climate on campus and enhance the quality of the learning environment at UM. For example, ODP offers classes for academic credit together with the Department of Health and Human Performance (HHP) and the College of Forestry and Conservation. ODP outings teach participants how to recreate responsibly in remote areas as well as the basics of wilderness medical care. Student participants in ODP-organized activities also develop leadership and interpersonal skills.

### **Curry Health Center**

Operated by the University and based on campus, [Curry Health Center](#) (CHC) provides affordable and accessible health and wellness services: medical care, lab, x-ray, pharmacy, dental services, alcohol and drug abuse counseling services, outpatient counseling and referral, the [Student Advocacy Resource Center](#) (SARC), and Student Wellness. In addition, CHC serves as a clinical rotation site for students in the following professional and paraprofessional programs: nursing, nurse practitioner, radiology technician, health and human performance, athletic training, and sports medicine and other medical residency programs.

SARC’s mission is to support students experiencing sexual or violent assault, relationship violence, bullying, intimidation, or other acts of aggressive discrimination. Student clients receive professional services provided by the licensed counselor and the advanced interns, including both individual and group counseling. Student volunteers (SARC peer advocates) also work with students to provide basic advocacy and referrals in the office and through the 24-hour support line. If more intensive services are needed via the support line, professional staff are available to help. SARC also provides prevention and outreach education to students, faculty, and staff on issues of sexual assault, relationship violence, stalking, and discrimination.

### **University Center**

The University Center (UC) provides student-focused programs, services, and space. The 208,000 square-foot building houses a wide variety of facilities for students, faculty, staff, and the public:

- Academic resources: study space, conference rooms, a state-of-the-art tech lounge, gardens, and student organization offices;
- Services: postal/shipping, bank, market, bookstore, print shop, mobile phone store, hair salon, Griz Card center, information desk, dining hall, food court and several eating establishments;
- Recreation and entertainment: game room, theater, ballroom, and atrium.

This combination of programs, services and common space support the institution’s mission, particularly UM’s strategic goal of creating a dynamic learning environment.

The UC administration ensures that all UC activities are student-focused and seeks student input when setting priorities. The UC Board consists of nine members: five students, the UC director, and three representatives of UM staff, faculty, and administration.

**Griz Card Center**

The Griz Card Center provides an essential identification and access management system to UM. The Griz Card functions as a convenient University photo identification card and enhances security by authenticating access to buildings, meal plans, events, and other resources and services on and off campus.

Evidence-Standard 2.D.12	Web Address
Residence Life	<a href="http://life.umt.edu/rlo/">http://life.umt.edu/rlo/</a>
Living Learning Communities	<a href="http://life.umt.edu/rlo/rh/lhc/default.php">http://life.umt.edu/rlo/rh/lhc/default.php</a>
UM Flat	<a href="http://www.umt.edu/umflat/">http://www.umt.edu/umflat/</a>
UM Dining	<a href="http://life.umt.edu/dining/">http://life.umt.edu/dining/</a>
UM Dining Student Leadership Program	<a href="http://life.umt.edu/dining/UM%20Dining%20Programs/employment/Student_Leadership_Info.php">http://life.umt.edu/dining/UM%20Dining%20Programs/employment/Student_Leadership_Info.php</a>
Farm to College Program	<a href="http://life.umt.edu/dining/UM%20Dining%20Programs/Farm_to_College/default.php">http://life.umt.edu/dining/UM%20Dining%20Programs/Farm_to_College/default.php</a>
Campus Recreation	<a href="http://life.umt.edu/crec/">http://life.umt.edu/crec/</a>
Outdoor Program	<a href="http://life.umt.edu/crec/Outdoor/default.php">http://life.umt.edu/crec/Outdoor/default.php</a>
Student Advocacy Resource Center	<a href="http://life.umt.edu/curry-health-center/student-advocacy-resource-center/default.php">http://life.umt.edu/curry-health-center/student-advocacy-resource-center/default.php</a>

**2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution’s mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.**

The mission for UM’s [Intercollegiate Athletics](#) is directly tied to the mission of the University. Specifically, “In supporting and promoting The University of Montana mission, Grizzly Athletics retains the trust and respect of alumni, fans and the State of Montana by graduating student-athletes, striving for excellence and competing with integrity.” The director of athletic director reports directly to the president and is assisted by four associate and three assistant athletic directors whose responsibilities cover academics and compliance, internal operations, external operations, business operations and media relations.

UM’s Intercollegiate Athletics program consists of 14 varsity sports competing in NCAA Division I (Football Championship Subdivision) within the Big Sky Conference. The program includes six men’s sports: basketball, cross country, football, tennis, and indoor and outdoor track and field; and eight

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women's sports: basketball, cross country, golf, soccer, tennis, indoor and outdoor track and field, and volleyball. In fall 2014, women's softball will become the 15<sup>th</sup> varsity sport at UM.

### **Review of Athletics Philosophy, Goals, and Objectives**

The Department of Intercollegiate Athletics policies and procedures manual outlines the goals and objectives of Intercollegiate Athletics, as well as expectations for employees. This manual also contains the department's organizational chart. A copy of the Policies and Procedures Manual and the NCAA Manual is provided to every employee of Intercollegiate Athletics. In addition, the athletic director reviews policies and procedures at the all-staff meeting held at the beginning of each academic year.

The [University Athletic Committee](#) includes faculty, staff, students, and community representatives and is appointed by the president. This group meets monthly with the faculty athletic representative, athletic director, and associate athletic director to review the policies and practices of Intercollegiate Athletics. In addition, UM has completed the third cycle of athletic certification by the NCAA and was deemed certified by this body.

The same UM offices that handle admissions, financial aid, and academic standards and degree completion for UM students handle them for UM student-athletes. On average, UM student-athletes earn higher grades and graduate at higher rates than their non-athlete peers. The tables below highlight the GPA and graduation rates of student athletes compared with their campus peers for the last three years.

#### **GPA**

Academic Year	Cumulative GPA- Student Athletes	Cumulative GPA- All Students
2011	3.02	2.95
2012	3.05	2.93
2013	3.08	2.95

#### **Graduation Rate**

Cohort	Graduation Rate- Student Athletes	Graduation Rate- All Students
2005	65%	43%
2006	77%	47%
2007	65%	49%

### **Systematic Athletic Budget Development**

Intercollegiate Athletics participates fully in the campus Planning-Assessment Continuum process by submitting a yearly operating plan along with a line-item budget to the University Planning Committee. In addition, the department's fiscal officer meets with the Office of Planning, Budgeting and Analysis to review expenditures and revenues on a quarterly basis.

The primary fundraising body for Intercollegiate Athletics is the Grizzly Scholarship Association (GSA), a non-profit corporation that is legally separate from the University and managed by the University Athletic Scholarship Program. The GSA assists the athletic program through various fundraising activities and promotes public interest, awareness, and enthusiasm in all of the sports within Intercollegiate Athletics. Funds raised by the GSA are deposited in accounts of the UM Foundation and transferred to the University for use by Intercollegiate Athletics as designated by the GSA in consultation with the athletic director. Expenditures of these funds are audited routinely by Internal Audit.



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Evidence-Standard 2.D.13	Web Address
Intercollegiate Athletics	<a href="http://www.umt.edu/athletics/default.php">http://www.umt.edu/athletics/default.php</a>
University Athletic Committee	<a href="http://www.umt.edu/committees/universityathletic.aspx">http://www.umt.edu/committees/universityathletic.aspx</a>

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures 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.

In order to ensure student identity, UM distance education and online courses use the same systems and mechanisms used for all students, faculty, and staff. Students must use their individual, secure NetIDs and passwords to access their course management system accounts. UM expects all students regardless of course location or medium to abide by the Student Conduct Code, which is available in the catalog and online.

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## STANDARD 2E: LIBRARY AND INFORMATION RESOURCES



UM's Archives and Special Collections department recently acquired a facsimile of Chaucer's Canterbury Tales.

The University of Montana's [Maureen and Mike Mansfield Library](#) is the largest of the University of Montana libraries and the largest in the state in terms of facility square footage, staff, and collection size. It also provides collection resources to affiliated campus libraries within the University of Montana system: Montana Tech of UM in Butte and Highlands College of Montana Tech, Helena College of UM, UM-Western in Dillon, and UM School of Law Library. The library at Missoula College is an extension of the Mansfield Library. Other affiliated campus library directors have a dual reporting relationship to their institutions and to the Dean of Libraries at the Mansfield Library. Financially, the affiliated campus libraries are independent and adhere to the processes and constraints of their respective campuses.

The Mansfield Library includes access for affiliated campuses in its electronic licensing agreements whenever feasible, and the number of shared resources has steadily increased over the last three years. Affiliate libraries participate in some library committees, including an intercampus group for Collection Development that was established in 2011. The Mansfield Library hosts and provides technical support for the integrated library system, Ex Libris Voyager. Each campus contributes to the maintenance costs on a formula basis. This system is also shared with one of Montana's tribal colleges, Salish Kootenai College in Pablo, and with St. Patrick Hospital Library in Missoula.

Evidence-Standard 2.E	Web Address
Maureen and Mike Mansfield Library	<a href="http://www.lib.umt.edu/">http://www.lib.umt.edu/</a>

**2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.**

The [Mansfield Library](#) provides access to traditional library collections and electronic access to research databases, e-journal and e-book packages, electronic journal subscriptions, a web-scale discovery service,

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and a web-based library catalog. Collections exceed 1.6 million bound volumes, and include more than 218,000 electronic books, access to over 35,000 print and electronic journals, over 70,000 media items, a federal government documents depository collection, and University archives and special collections. These collections are supplemented by an active interlibrary loan service through which the resources of other libraries are made available, free of charge, to students, staff, and faculty.

The library has a well-developed Approval Book Plan with YBP Library Services (an academic and research library division recognized as a premier scholarly materials vendor) designed to systematically identify and purchase the core monographs needed by faculty and students across campus. The approval plan is reviewed annually to maintain curricular relevance, and supplemental funds are available for purchasing monographs and media outside of the core approval plan. All UM faculty, staff and students can request monographs or media via an online form subject to review by the appropriate liaison librarian. By combining the approval plan procedure with individual orders, the library has systematized the process of comprehensively capturing the most important monographs and media for each department.

The sufficiency of the collections to support the curriculum, including new programs, and to expand the University's research agenda has improved since 2010 with the addition of electronic journal backfiles and interdisciplinary and subject-specific databases. For example, the library added access to the Global Health and Global Health Archive in support of the Global Public Health Minor, and the Irish Newspaper Archive in support of the Irish Studies Program.

Through the purchase of electronic journal packages and with the help of a stabilized collections budget with inflationary increases, the library continues to maintain and expand its journal holdings. It provides access to over 35,000 current serials of which 98.4% are electronically available.

In an effort to provide 24-hour library access for on-campus students, distance education students, students and faculty at remote locations, a significant portion of the collection supports electronic resources. In February 2010 the library added the web-scale discovery service Summon to allow users to search many of the library's collections from a central search interface.

Course Reserve Materials, [Interlibrary Loan](#) and [Document Delivery services](#) are available free of charge for all UM faculty, staff, and students. Additionally, shelf holds can be placed on print books and media materials and faculty, staff, and students with mail addresses on the four-year campus can request that materials be delivered to them via campus mail. Interlibrary Loan and Document Delivery services are also available for [distance education students](#) and students enrolled in the Bitterroot College program of the University of Montana.

The [Archives and Special Collections](#) contain rare and unique published and unpublished materials that document the history of the University of Montana and the environmental, political, and cultural histories of Western Montana. Records for 100% of the department's monographs, over 90% of pamphlets, over 80% of maps, and over 75% of archival collections are available through the library catalog and WorldCat. Guides to archival collections are available online through the [Northwest Digital Archives website](#), and collection materials are increasingly visible and accessible through ongoing digitization projects and [virtual exhibitions](#). Over the last three years the library has greatly expanded production and storage capacity for [digital collections](#), and has reduced its reliance on externally funded projects in favor of library-supported ones, such as planning for the large-scale digitization of some of its collections.

Evidence-Standard 2.E.1	Web Address
Mansfield Library	<a href="http://www.lib.umt.edu/">http://www.lib.umt.edu/</a>
Interlibrary Loan	<a href="http://www.lib.umt.edu/interlibrary-loan">http://www.lib.umt.edu/interlibrary-loan</a>
Document Delivery Policies	<a href="http://www.lib.umt.edu/interlibrary-loan">http://www.lib.umt.edu/interlibrary-loan</a>

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Distance Education Library Services	<a href="http://libguides.lib.umt.edu/dels">http://libguides.lib.umt.edu/dels</a>
Archives and Special Collections	<a href="http://www.lib.umt.edu/asc">http://www.lib.umt.edu/asc</a>
Northwest Digital Archives website	<a href="http://nwda.orbiscascade.org/">http://nwda.orbiscascade.org/</a>
Virtual Exhibitions	<a href="http://exhibits.lib.umt.edu/exhibits?destination=exhibits">http://exhibits.lib.umt.edu/exhibits?destination=exhibits</a>
Digital Collections	<a href="http://www.lib.umt.edu/digital">http://www.lib.umt.edu/digital</a>

**2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.**

Feedback from primary library users – UM faculty, staff, and students – is central to the library information resources planning process. The two principal mechanisms that permit users to provide feedback to the library are the [University Library Committee](#) and the [liaison librarian program](#).

The University Library Committee, composed of faculty, staff, and undergraduate and graduate student representatives, reports to the Faculty Senate and has been involved in such key projects as the development of the [Learning Commons initiative](#).

To ensure that collections support UM curricula, the library employs liaison librarians for specific academic departments, assist classroom instruction and inform collection development. In addition, each academic department on campus appoints one of their faculty members as a [department library representative](#) to serve as the main contact with the library. Liaison librarians work with department library representatives to understand and address each academic department’s information needs. Therefore, curricular changes at the program or degree level also guide information resource planning. When a new program or degree is proposed, the relevant liaison librarian analyzes the library’s information resources to identify needs in collaboration with the faculty proposer and department library representative. Analyses cover monographs, journals, databases, and other electronic resources using tools such as GOBI Peer Reports and Journal Citation Reports, and present instructional and distance education support.

The library website supports a variety of informal methods for users to provide feedback on library resources, such as a suggestion form and the ability to comment on individual library web pages and on the library blog. User feedback is also collected via the LibQUAL+® survey the library administers to the campus every three to four years. This survey is discussed under Standard 2.E.4.

A significant update of the library’s [Collection Development Policy](#) took place in 2011 through discussions with department representatives, the University Library Committee, and libraries at UM’s affiliate campuses.

Currently, the library is developing a strategic plan aligned with the University’s strategic plan. Library collections and services help lay the foundation for the University’s aggressive strategies to strengthen graduate programs and expand its research capabilities, and the library is key to the institution’s core themes of partnering for student success and developing a dynamic learning environment. Planning for library and information resources is also taken into account within the University’s Planning-Assessment Continuum. Information resource planning, library collection development and management procedures and policies are thus informed by:

- feedback from the University Library Committee, liaison librarians, and department library representatives,

- input from affiliate libraries and consortia partner libraries,
- survey data,
- institutional plans including new program proposals and strategic directions,
- trends in higher education and technology, and
- budget projections.

Evidence-Standard 2.E.2	Web Address
University Library Committee	<a href="http://www.umt.edu/committees/ulibrary.aspx">http://www.umt.edu/committees/ulibrary.aspx</a>
Liaison Librarians	<a href="http://www.lib.umt.edu/liaison-librarians">http://www.lib.umt.edu/liaison-librarians</a>
Learning Commons	<a href="http://www.lib.umt.edu/commons/">http://www.lib.umt.edu/commons/</a>
Department Library Representatives	<a href="http://www.lib.umt.edu/libraryreps">http://www.lib.umt.edu/libraryreps</a>
Collection Development Policy	<a href="http://www.lib.umt.edu/files/Mansfield-Library_Collection-Development-Policy-2011-05.pdf">http://www.lib.umt.edu/files/Mansfield-Library_Collection-Development-Policy-2011-05.pdf</a>

**2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.**

The central mission of library instruction is to create information-literate students who know how to find, evaluate and use information effectively and ethically. Liaison librarians guide the process of integrating information literacy within the University curriculum and ensure that students are prepared for the challenges of a highly competitive, information-rich society. The strategic integration of information literacy into the curriculum begins with initiatives for first-year students that serve as the basis for [information literacy instruction](#) in the disciplines at the junior and senior levels.

The [Library Information Literacy Curriculum](#) incorporates specific standards and teaching strategies to establish quality learning opportunities for first-year students. Using this curriculum as a basis, liaison librarians collaborate with faculty in academic departments and programs to tailor advanced information literacy instruction to upper-division students in their major studies while targeting research and writing courses in all majors. At every opportunity, librarians seek to serve as research consultants and pedagogical guides to students and faculty and to facilitate the successful delivery of information literacy content. The annual Library Instruction Progress Report documents both the integration of information literacy into the curriculum and in-class assessment of the curriculum.

In addition to the library’s formal information literacy curriculum, [stand-alone workshops](#) are offered to assist library users with their research through the use of bibliographic management software (e.g., RefWorks), conducting literature reviews, and searching for grants, among other topics. Students are assisted at their point of need at the library’s reference desk where personnel provide assistance in-person, by phone, by email, and via instant and text message. Liaison librarian faculty provide individual instruction and research consultations to students and faculty either during office hours or by appointment. Assistance is also offered through online pathfinders and [Library Subject guides](#). Events and exhibits in collaboration with academic departments and the Missoula Public Library complement and enrich the instruction. Finally, [library classroom and meeting spaces](#) and [computing resources](#) provide on-site infrastructure for teaching and for users to obtain, use, and create information.

Evidence-Standard 2.E.3	Web Address
Information Literacy Curriculum	<a href="http://www.lib.umt.edu/files/Mansfield%20Library%20Information%20Literacy%20Curriculum_0.pdf">http://www.lib.umt.edu/files/Mansfield%20Library%20Information%20Literacy%20Curriculum_0.pdf</a>

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Library Information Literacy Curriculum	<a href="http://www.lib.umt.edu/library-information-literacy-curriculum">http://www.lib.umt.edu/library-information-literacy-curriculum</a>
Mansfield Library Workshops	<a href="http://libguides.lib.umt.edu/workshops">http://libguides.lib.umt.edu/workshops</a>
Library Subject Guides	<a href="http://libguides.lib.umt.edu/">http://libguides.lib.umt.edu/</a>
Mansfield Library Classroom and Meeting Room Policies	<a href="http://www.lib.umt.edu/content/room-policies">http://www.lib.umt.edu/content/room-policies</a>
Computers, Equipment, and Technology in the Library	<a href="http://www.lib.umt.edu/computers/">http://www.lib.umt.edu/computers/</a>

**2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.**

The Mansfield Library strives to integrate evaluation and assessment initiatives into all aspects of library operations. The library's evaluation efforts are coordinated by an Assessment Committee and take many forms, including trend analyses of quantitative and qualitative data, surveys and user feedback, information resources and instruction assessment efforts, and scholarly research. This information helps the Assessment Committee understand the perceptions and needs of library users. It also reveals trends in collections, service delivery, instruction, and work efficiency.

The LibQUAL+® Survey, sponsored by the Association of Research Libraries and conducted at Mansfield Library in 2003, 2006 and 2009, provides a reliable instrument to assess services and resources. [LibQUAL+® Survey findings](#) are reported on the library website. In addition to LibQUAL, library users are encouraged to both provide suggestions concerning library services and request assistance using an online suggestion form, email reference service, and instant and text messages. Project-specific feedback is requested from library users through feedback forms, communications with department faculty via liaison librarians, and from the Association of Students of the University of Montana (ASUM), the Association of Disabled Students of The University of Montana (ADSUM) and campus committees.

The library's collections are assessed through regular reviews that utilize information such as expenditure reports, circulation, and cost per use for electronic resources. A standard methodology and template for collection analysis with peer library comparisons and financial impact review is established for curriculum program and degree proposals.

Multiple levels of assessment are integrated into the library instruction program, allowing for continuous improvement. Online assessments of library research instruction sessions collect feedback from students and teaching faculty, and are used to enhance teaching effectiveness and explore student learning. Analysis at the program level provides an effective indicator of trends across the curriculum and provides information for the development of relevant continuing education sessions for instruction librarians.

Assessment also occurs as part of scholarly applied research conducted by library faculty. Findings are based on carefully crafted studies or surveys conducted at the Mansfield Library and provide an excellent source of information for assessing the quality and direction of services within the library. When published in peer-reviewed journals and presented as sessions or posters at national and regional conferences, these findings can be of use to other academic libraries as well.

Security of library and information resources is addressed in several ways. The Mansfield Library has developed a comprehensive *Disaster Prevention, Response and Recovery Plan for Library Collections* and has a Disaster Response Team that conducts annual reviews of the plan and regular scenario

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simulation exercises. The library is also a founding subscriber to the Portico archive that provides long-term access to electronic journals and some e-books. Within the past three years the [Archives and Special Collections unit](#) has established a web archive (using Archive-It) to ensure long-term access to University of Montana and related websites, and the Digital Preservation Task Force is establishing additional digital preservation strategies and procedures for electronic materials of enduring value.

The library participates in collaborative arrangements to leverage resources and share expertise. The Northwest Digital Archives (NWDA) furthers access to the library's archival collections; the Portico archive, for which the Mansfield Library was a founding subscriber, provides long-term access to electronic journals and some ebooks; and WorldCat increases cataloging efficiency. The library also supports and highlights Missoula Public Library's The Big Read and the Humanities Montana Festival of the Book.

Evidence-Standard 2.E.4	Web Address
LibQUAL+® Survey Results	<a href="http://www.lib.umt.edu/files/UM-LibQUALResults2010.pdf">http://www.lib.umt.edu/files/UM-LibQUALResults2010.pdf</a>
Archives and Special Collections	<a href="http://www.lib.umt.edu/asc">http://www.lib.umt.edu/asc</a>

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## STANDARD 2.F: FINANCIAL RESOURCES



Astrophysicist Nate McCrady with UM's MINERVA telescope atop the Skaggs Building

**2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.**

### **Sources of Funds**

Operating expenditures for the University of Montana in fiscal year (FY) 2013 totaled approximately \$379 million. Expenditures from General Funds, the primary source of funds for the instructional mission of the University, amounted to approximately \$158 million, with nearly two-thirds of that amount coming from student tuition and one-third from state appropriations. The remaining \$221 million came from Restricted Funds (about \$85 million, primarily for sponsored research); Auxiliary Enterprises (\$48 million); Designated Funds (\$56 million); and Plant Funds (\$31 million). Over the past two decades, the portions of the general funds budget coming from the state and from tuition have effectively reversed. Whereas the State of Montana provided 69% of the education and general funds budget in 1990, it now provides 35%.

Recently, statewide planning and budget discussions have focused on the issue of affordability, and minimizing tuition increases has been the shared goal of the University, the Board of Regents, the governor, and the Legislature. It is a growing challenge to maintain affordability of tuition while ensuring access to quality academic programs. However, the combination of modest nonresident tuition increases and prudent cost-cutting in non-academic areas yielded a balanced budget for continued accomplishment of our mission. Resident tuition will remain flat in the current biennium.

UM faculty have been successful in competing for sponsored research money, which increased from \$12 million in 1994 to \$56 million in 2013. Research activities also spin off approximately \$8.5 million in recovery of indirect costs, and these funds are reinvested in efforts to continue the growth of research.



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Although present total sponsored research volume has declined in absolute dollars from 2004, the dollar volume of sponsored research per tenured faculty FTE continues to exceed the benchmarks in the [National Study of Instructional Costs and Productivity](#).

**Dollar Volume and Number of Grants Awarded FY 2004-FY 2013**

Fiscal Year	Grants Awarded	
	Volume	Number
2004	\$65,731,434	763
2005	\$68,313,457	782
2006	\$62,730,341	775
2007	\$58,153,226	796
2008	\$64,445,701	862
2009	\$71,094,279	763
2010	\$67,643,989	726
2011	\$63,626,573	629
2012	\$60,173,049	656
2013	\$55,867,564	598

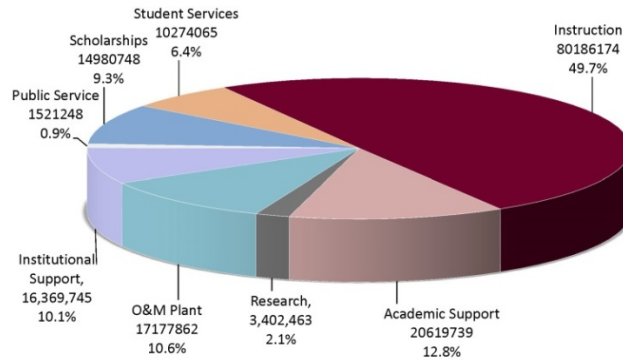
Resources provided by the University of Montana Foundation (UMF) from private gifts and bequests support UM students, programs, and services in a variety of ways. The UMF endowment currently stands at around \$155 million. The table below shows UMF support for Fiscal Years 2010 -2013.

**Funding from the UMF  
(in millions of dollars)**

	FY 2010	FY 2011	FY 2012	FY 2013
Academic and Instructional Support	5.9	5.0	5.4	6.2
Scholarships and Awards	3.6	3.3	3.2	3.3
Facilities & Equipment	2.5	3.7	0.8	1.7
<b>Total Disbursed to UM</b>	<b>12.0</b>	<b>12.0</b>	<b>9.4</b>	<b>11.2</b>

The allocation of resources among various programs is a result of the Planning-Assessment Continuum and reflects the mission, goals, and priorities of the institution. Programs which have grown relative to total current funds expenditures (excluding Auxiliaries and Depreciation) since 2010 include Instruction, Academic Support, and Institutional Support.

**The University of Montana**  
**General Funds**  
**FY14 Budgeted Expenditures by Program**



**Reserves**

The University has retained flexibility to respond to the potential financial impact of probable or unanticipated future events. It has established reserves to cover enrollment declines and other contingent costs, increases in utility costs and unanticipated swings in future retirement costs, as well as for retirement of debt.

**Financial Planning**

The University’s planning process is informed by realistic revenue projections in light of enrollment and tuition estimates. In each biennial cycle, planning incorporates two-year revenue projections, examination of anticipated reserves, and attention to current and future obligations of the University. The budgeting process is described in more detail in 2.F.2.

Evidence-Standard 2.F.1	Web Address
National Study of Instructional Costs and Productivity	<a href="http://www.udel.edu/IR/cost/">http://www.udel.edu/IR/cost/</a>

**2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.**

**Budgeting and Enrollment Management**

In the past, the University used a base-plus model to allocate general funds from tuition and state appropriations. Committees of faculty, staff, and administrators have recently developed a new model that is more responsive to strategic planning and fluctuations in funding, and UM will phase in this new budget allocation model starting in FY15. The new allocation procedure will allow net tuition revenue modeling as well.

In order to place stronger emphasis on academic quality and data-driven strategic retention, the Office of Enrollment Services was moved to Academic Affairs in 2013. Improvements in both practice and technology are underway to increase recruitment success and provide better services to enrolled students. Such strategic initiatives include recruitment systems, specifically inquiry and application management, admittance systems, the optimal use of scholarship and financial aid funding, and continued efforts to retain and graduate enrolled students. Technological advances include Academic Planner (an application for multiple-year course planning), room scheduling software, wait-listing, and degree audit functions that

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all facilitate students' abilities to plan for and enroll in courses. These advances, combined with improved coordination, have created a more aggressive and innovative approach to enrollment management.

### **Grants**

An annual grant revenue projection is conservatively calculated following a review of historical grant expenditure data and trends. Factors such as the economy, political environment, University research-related recruitment/retention status, to name a few, may cause the projection to fluctuate from year to year. The projection is submitted to the Office of the Commissioner of Higher Education on an annual basis.

### **Donations**

Private gifts and grants made through the UMF provide support for: (1) scholarships, fellowships and other student awards, (2) programmatic needs, and (3) capital projects. Many gifts are structured as endowments, which are a more sustainable and predictable source of annual funding.

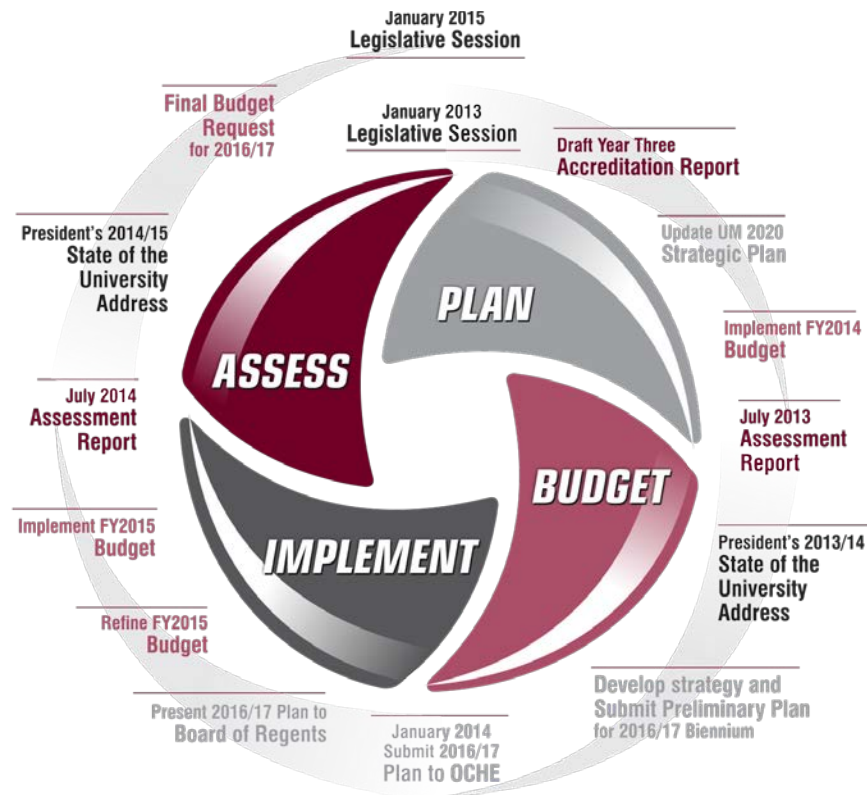
- Student awards. Each December, the UMF provides a student awards budget for the subsequent academic year to assist the University in its recruiting and financial aid efforts, as well as student awards selection processes.
- Programmatic needs. Campus units receive funds from programmatic endowments and gifts that specifically support University employees or programs. Each unit is responsible for the budgeting and use of these funds, assisted by monthly reports and a secure online reporting tool.
- Capital projects. The UMF works closely with the Office of Administration and Finance to determine the private funding need associated with a capital project and to manage the allocation of available funds once a capital project has begun.

**2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.**

### **Financial Planning**

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

The University has elevated its financial planning and budget development activities to the level of a core theme, the Planning-Assessment Continuum. The diagram below illustrates the [Planning, Budgeting and Assessment Cycle](#) for 2013-2015. Initiatives for the upcoming biennium are submitted to the BOR for consideration in the year prior to the legislative session. Once approved, these priorities shape the agenda for discussion with the executive and legislative branches of government as the governor's budget proposal is compiled and the Legislature deliberates on the State's budget and appropriations for the next two years. The rest of the diagram details the proactive, collaborative process that informs priorities and goal setting. Four committees drive the process: the University Planning Committee (UPC), University Budget Committee (UBC), the Council of Vice Presidents, and the University Assessment and Accreditation Committee (UAAC). Each committee has specific responsibilities and is chaired by an executive or academic officer.



The [University Planning Committee](#), which includes administrators, faculty, staff, and student representatives, provides guidance regarding standards for sector or unit plans and identifies annual and biennial planning priorities. The UPC also identifies strategic funding priorities of the University to present to the UBC for their consideration. The UBC, composed of administrators, staff, faculty, and students, continues the process by aligning priorities to support the Strategic Plan, taking into account economic and financial projections, the governor’s budget proposal, current information regarding enrollment, and revenue/expense projections. The UBC evaluates sector budget reports, new initiative proposals, and requests for current budget adjustments. The Council of Vice Presidents provides the mechanism for collaborative discussion, executive planning, decision making, and implementation of planning priorities and resource allocations. The Council is charged with (1) analyzing the UBC recommendations; current enrollment, revenue and expense projections; MUS policy directions; and legislative actions, particularly as they relate to appropriations; (2) advising the president regarding current budget adjustments, one-time-only contingency allocations; base reallocations, or new capital or operating budget initiatives; and (3) communicating priorities through both internal and external mechanisms and assisting the president in the delivery of these messages. The UAAC, chaired by the accreditation liaison officer, coordinates annual institutional and program assessment activities, including determining the effectiveness of funded programs and initiatives.

The associate vice president for planning, budgeting and analysis acts as facilitator for all four committees, maintaining communication with each committee chair and coordinating the committees’ work. The routine development of fundraising priorities and measurement of the UM Foundation’s effectiveness is also incorporated into the planning continuum. While activities are continuous, the overall structure operates within a biennial cycle.

Evidence-Standard 2.F.3	Web Address
Planning-Assessment Continuum	<a href="http://www.umt.edu/planningassessmentcontinuum/">http://www.umt.edu/planningassessmentcontinuum/</a>

University Planning Committee	<a href="http://www.umt.edu/planningassessmentcontinuum/plan/PlanningCommittee.aspx">http://www.umt.edu/planningassessmentcontinuum/plan/PlanningCommittee.aspx</a>
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**2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.**

**Accounting System**

The BANNER Finance System presents financial statements in accordance with generally accepted principles of accounting, and interfaces with the State of Montana accounting system to provide information for the [State of Montana Comprehensive Annual Financial Report](#). The University follows the standards of accounting and reporting as prescribed by the Governmental Accounting Standards Board (GASB). For financial reporting purposes, the University is considered a special-purpose government engaged only in business type activities. The University’s financial statements include the basic financial statement required under GASB statements 34 and 35. The University continually monitors new and proposed standards promulgated by GASB to ensure that applicable pronouncements are implemented timely and effectively. The University also reviews technical guidance provided by the National Association of College and University Business Officers on various accounting issues.

Evidence-Standard 2.F.4	Web Address
State of Montana Comprehensive Annual Financial Report	<a href="http://accounting.mt.gov/cafr/default.mcp">http://accounting.mt.gov/cafr/default.mcp</a> x

**2.F.5 Capital budgets reflect the institution’s mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution’s mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.**

The University uses a multi-tiered capital planning process to ensure that institutional capital plans tie with the strategic initiatives and direction of the University.

- The [Campus Development Committee](#) is chaired by the provost and vice president for academic affairs and includes all vice presidents and deans, members from the UMF, the Alumni Association, and directors from Intercollegiate Athletics, the Montana Museum of Art and Culture, and other centers. This diverse and comprehensive council identifies and coordinates long range development and fundraising activities, including those related to facility and major equipment needs.
- The [Committee on Campus and Facilities](#) develops recommendations on proposed campus facilities to ensure alignment with the Campus Master Plans and campus development policies. The committee is chaired by the vice president for administration and finance and membership includes four faculty members, two staff members, one student, two deans, and a representative from Disability Services for Students.
- The [State of Montana’s Long Range Building Program](#) (LRBP) is the primary source for funding non-auxiliary campus capital construction and facility maintenance. In the last legislative session, agencies receiving funding for major capital projects were required to match funding for the project at some level. Requests for all campuses of the University of Montana are prioritized and submitted by the BOR to the governor. The governor, in turn, ranks all requests from the State and submits the highest priorities to the Legislature. The final decision on LRBP projects is made by the Legislature.

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Together, these committee processes serve to identify the institution’s top capital and renovation projects. All capital proposals include cost estimates for designing and constructing facilities, and budget development includes the costs of furnishing and equipment, ongoing operations, and maintenance.

Most of the University’s long-term debt is comprised of five series of revenue bonds, approved by the BOR, as detailed in [UM’s Annual Financial Audit Report](#). Prior to the issuance of debt, an in-depth analysis of the additional debt load and the revenue stream supporting the debt are performed to minimize the effect on resources available for educational purposes. Since the inception of the first series of bonds in 1993, the institution consistently exceeds the coverage requirements and continues to be rated AA3 Stable by national rating agencies.

Evidence-Standard 2.F.5	Web Address
Campus Development Committee	<a href="http://www.umt.edu/committees/campusdevelopment.aspx">http://www.umt.edu/committees/campusdevelopment.aspx</a>
Committee on Campus and Facilities	<a href="http://www.umt.edu/committees/Campus%20Facilities.aspx">http://www.umt.edu/committees/Campus%20Facilities.aspx</a>
State of Montana’s Long Range Building Program	<a href="http://recovery.mt.gov/lrbp.mcp">http://recovery.mt.gov/lrbp.mcp</a>
Annual Financial Audit Report	<a href="http://www2.umt.edu/bussrvcs/employees/reports.aspx">http://www2.umt.edu/bussrvcs/employees/reports.aspx</a>

**2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.**

The activities permitted within the University’s current unrestricted general funds budget are limited to those activities that support the primary missions of instruction, research and public service.

General funds are not used to support auxiliary and designated funds activities; conversely, an annual administrative assessment fee is paid to the general fund to recover the cost of centrally provided services such as insurance, accounting and payroll services, and administrative oversight. The current assessment is 8% of operating expenditures. The percentage is recalculated periodically to ensure that all appropriate costs are recovered by the general fund. This assessment represents less than 1.5% of the general funds budget. Accordingly, the general fund is not dependent on auxiliary or designated revenues.

**2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.**

**Annual Audit and Financial Reports**

The University of Montana follows a series of financial compliance and performance audit requirements. Per state statute, the general institutional financial statements are subject to independent audit by the Montana Legislative Audit Division (LAD). LAD conducts a financial-related audit of the University on a biennial basis and the results are included in the statewide Single-Audit Report. This audit report complies with the reporting requirements of the Government Auditing Standards, the Single Audit Act of 1984, and the Office of Management and Budget Circulars.

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The LAD also conducts an annual financial statement audit of the University to determine if the financial operations are properly managed, the financial reports are presented fairly, and the University has complied with applicable laws and regulations.

All funds received by the University, including those utilized for student financial aid programs, are subject to the audit conducted by the LAD. In performing the financial compliance audit work, LAD uses standards set forth by the American Institute of Certified Public Accountants and the United States General Accounting Office. As a result of the financial compliance and Single-Audit work performed, LAD submits a report and management letter to the Audit Committee of the Montana Legislature.

### **Special Purpose Audits**

Special purpose audits are prepared annually, and conducted by independent auditors typically selected via a bidding process coordinated by the office of internal audit. Included in this group of audits are the University's public broadcasting stations (KUFM Television and KUFM Radio), as required by the Corporation for Public Broadcasting; Intercollegiate Athletics, as required by the National Collegiate Athletic Association, and the revenue bond audit, as required by the Indenture of Trust. Periodic audits of sponsored research programs are mandated and governed by the funding agency in accordance with Federal Circular A-133 or as required by state and private funding sources.

All audits are considered public documents and are available for inspection upon request. The University's [Annual Financial Report](#) contains the University's consolidated financial statements and is widely circulated.

Evidence-Standard 2.F.7	Web Address
Annual Financial Report	<a href="http://www.umt.edu/bussrvcs/files/29580BusinessServiceFinancialReportWeb.indd.pdf">http://www.umt.edu/bussrvcs/files/29580BusinessServiceFinancialReportWeb.indd.pdf</a>

**2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.**

### **Fundraising and Development**

The [University of Montana Foundation](#) (UMF) serves the University as an independent charitable nonprofit organization and is the official development office for the University. A forty-member board of trustees maintains fiduciary and operational responsibility for the UMF and embraces its goals: to work with the University community to ascertain financial needs of the University, to raise private funds to meet the University's needs, and to provide sound stewardship of private assets. The UMF accomplishes these goals by seeking gifts, grants, bequests, and other forms of financial support, conducting public relations programs with alumni, students, faculty, government entities, the business community, the general public, and other appropriate groups, and by managing the assets of the corporation in accordance with its purpose and fiduciary responsibilities.

The UMF works in partnership with the University administration, which determines the fundraising agenda and defines and establishes priorities for University programs. Total pledges made and gifts received have grown from \$7.9 million in FY 1999 to \$17.5 million in FY 2013.

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## Relationship with the UM Foundation

The UMF is an independent corporation under Internal Revenue Service 501(c)(3) designation whose relationship with the University is governed by its Articles of Incorporation and Bylaws of the UM Foundation as filed with the Secretary of State of the State of Montana. The University agrees to encourage and maintain the independence of the UMF and, at the same time, foster a cooperative relationship.

This relationship is defined through a [Memorandum of Understanding](#) which is in compliance with the BOR policy and renewed at the beginning of each fiscal year. The responsibilities of both the UMF and the University are clearly outlined in this document.

## Fundraising Activities

The University adheres to the centralized constituency fundraising model, whereby all fundraising activities are coordinated by and through the UMF. Other University-affiliated organizations (Grizzly Scholarship Association, KUFM Public Broadcasting, Friends of the Mansfield Library, the University of Montana Alumni Association), engage in fundraising and function independently but the UMF coordinates all of these efforts. Development officers are assigned to each of the University's units and report jointly to their respective college or school and the UMF.

## Financial Accountability

The UMF practices the highest standard of financial accountability to donors as monitored by its Board of Trustees. Confidential information pertaining to donors or prospective donors is carefully protected so that the relationship of trust, integrity of the institution, and right to privacy is maintained. The UMF employee handbook specifically addresses issues of ethical behavior. Independent accountants audit the UMF annual financial statement. The [UMF Annual Reports](#) contain UMF financial statements and supplementary information (including the independent auditor's report) and annual reports. As stated in [BOR policy 901.9](#), the UMF is requested to submit an annual financial report to the BOR, including an expression of opinion by an independent Certified Public Accountant.

## Administration of Endowment and Life Income Funds

By charter, the UMFs accepts, holds, and invests charitable gifts on its own behalf and on behalf of the University, its colleges, departments, programs, and affiliated activities. A donor may either designate the gift to generally support the UMF or the University or may designate it to support a specific purpose or activity of UMF or the University. Furthermore, the donor may designate that her or his gift, either an outright gift or a deferred gift, be held permanently in an endowment fund.

All UMF funds are managed and invested in accordance with two internal Foundation policy documents: *Distribution of Spending Allocation from Pooled Investments* and *Statement of Investment Objectives and Policy*. The latter establishes a clear understanding of the investment goals and objectives of the UMF. It sets forth the guidelines and restrictions to be followed by the investment managers including risk and return parameters, and the long-term target asset allocation for the investment portfolio.

Evidence-Standard 2.F.8	Web Address
University of Montana Foundation	<a href="http://www.supportum.org/">http://www.supportum.org/</a>
UM-UMF Memorandum of Understanding	<a href="http://www.umt.edu/self-study2010/std7/std7exhibits/2007UMFMOU.pdf">http://www.umt.edu/self-study2010/std7/std7exhibits/2007UMFMOU.pdf</a>
UMF Annual Reports	<a href="http://www.supportum.org/newsandinformation/Annual%20Reports/default.php">http://www.supportum.org/newsandinformation/Annual%20Reports/default.php</a>
BOR policy 901.9- Campus-affiliated Foundations; MUS	<a href="http://www.mus.edu/borpol/bor900/901-9.pdf">http://www.mus.edu/borpol/bor900/901-9.pdf</a>



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## STANDARD 2.G: PHYSICAL INFRASTRUCTURE



The Payne Family Native American Center—a LEED Platinum Building

**2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution’s mission, programs, and services.**

The University of Montana is committed to creating and maintaining a dynamic learning environment, which includes ensuring that facilities and learning spaces are sustainable, accessible, safe and secure. Since the 2010 accreditation report UM has invested \$37,192,554 in new construction and capital renewal projects. Over 133,000 gross square feet (GSF) of space have been added to campus since July 2009 and an additional 146,816 GSF are funded and in the construction documentation phase, i.e., ready to bid.

Each biennium, UM makes requests to the Montana Legislature through the Montana University System (MUS). These requests are for funding, spending authority and permission for construction, renovations, deferred maintenance, code and life/safety projects for state facilities. UM uses the [Association of Physical Plant Administrators’ facilities assessment ratios](#) to assess the condition of facilities and to compare and illustrate the trajectory of fixed asset conditions.

The following master plans contain current project inventories.

- [State Expenditures Managed by State Architecture & Engineering](#)
- [Expenditures Managed by UM Planning & Construction](#)

### **Campus Accessibility**

The University is committed to diversity and inclusiveness and continues to make progress on compliance with federal, state, and local laws and regulations related to accessibility. UM has prepared an [inventory of accessible facilities](#), describing which buildings are already accessible and which need accessibility upgrades. Our goal is to make significant progress each year, revise the plan to include the progress made

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in the previous year, and set goals for the upcoming year. The long range building plan UM will submit to the Montana Legislature in 2016 identifies \$3.7 million worth of disability access projects for state-funded facilities.

UM's Strategic Plan initially set a target to make 60% of existing facilities accessible by 2020. The current status is 64.2%, bypassing the target. Given this progress, we will be revising the target depending on funding projections. The University's Strategic Plan also mandates that 100% of new facilities be accessible, as prescribed in our [universal access policy](#).

### **Campus Safety**

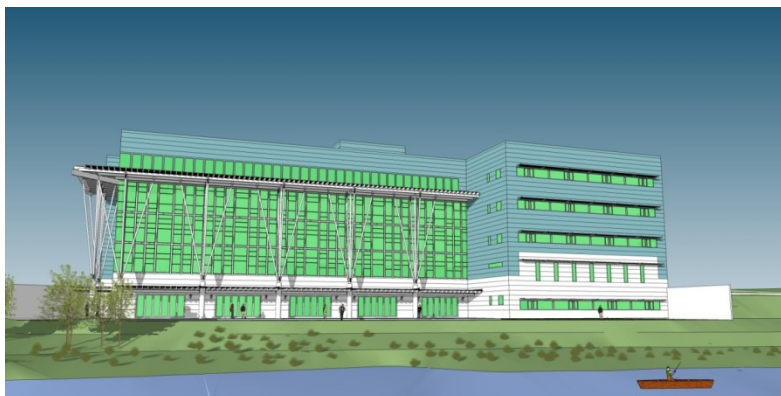
In maintaining health, safety, and access to facilities and programs, UM employs journeyman-level craftsmen with appropriate certifications. In instances such as elevator maintenance and hazardous material abatement, where in-house personnel do not hold the necessary certifications, Facilities Services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

Campus buildings and space are monitored for safety issues and [University policies ensuring safety](#) are in place, ranging from policies for UM's animal care and use program accredited by the American Association for the Accreditation of Laboratory Animal Care International (AAALAC) to those making UM a tobacco-free campus. Campus sidewalks, bricked surfaces, and roads are also maintained to eliminate safety hazards and increase ease of access for those with mobility impairments. The vice president for administration and finance and the Office of Public Safety develop, disseminate, and administer procedures to comply with the Clery Act and the Higher Education Opportunity Act, as discussed in Standard 2.D.

### **Near-Term Building Projects**

#### **Missoula College Construction**

The Montana Legislature approved \$29 million of funding to build a new facility of approximately 100,000 GSF for Missoula College (formerly known as the College of Technology). The new facility will provide the space needed for students enrolled in the Departments of Applied Computing and Electronics, Business Technology, Applied Arts and Sciences and Health Professions, which comprise a total of 35 academic programs. The building site has been selected and the project is in the preliminary design stages, with an environmental analysis completed. The schedule indicates a bid date of late 2014 and completion in 2017.



Proposed Missoula College facility (M. Headley, Studio Forma)

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### **Gilkey Center Construction**

The proposed Gilkey Executive Education Center will be a 31,548 GSF facility with an estimated cost of \$9.3 million. The center will help promote economic and business development in Montana and the Northwest by bringing business leaders to Missoula to conduct seminars with UM students and to provide advanced training and networking opportunities for small business owners. This facility will also house the UM Foundation and classrooms for special seminars and courses for the Global Leadership Initiative. The building's schematic design is in the works. The schedule indicates a bid date of spring 2014 and completion in 2016.

### **Curry Health Center Renovation**

The first phase of the \$4 million Curry Health Center renovation project is nearing completion. This work renovated the Dental Clinic to address privacy and efficiency issues. The new designs increased the dental space by about 55% and increased the capacity of the dental clinic by approximately 15%. This project also converted underutilized infirmary space into clinical space for medical providers.

### **Academic Athletic Center and Athletic Team Facilities Upgrades**

An academic center for student athletes is currently in the design stage. It will include a large study space, individual tutoring rooms, group study rooms, a computer lab, and offices for an advisor and tutor coordinator. The project is estimated to cost \$2.5 million; the schedule indicates a bid date of early 2014 and completion in 2016. In addition, a weight training facility and expanded and remodeled locker room facility for athletes and officials will be included.

### **Interdisciplinary Science Building Completion**

In May 2013, the Board of Regents (BOR) authorized the use of \$3,625,000 for completion of unfinished space in the basement, second, and third floors of the Interdisciplinary Science Building (targeted completion date January 2014). Included are biological sciences labs, an ADA-compliant lab for general education coursework, centralized equipment for live cell imaging and determining the mass of sample molecules, and space for collaborative research in computer science and geosciences to investigate the motion mechanics of glaciers and ice sheets.

### **Campus Sustainability**

Sustainability is one of the four essential values associated with the core themes. UM is also a charter signatory of the American College and University Presidents Climate Commitment, which focuses on sustainability of the environment. UM's dedication to sustainability and its concern with modeling such values guide the maintenance and operation of existing buildings, the creation of new buildings, solid waste management, alternative transportation initiatives, water conservation, historic preservation and student involvement. The University has a [Climate Action Plan](#) to reduce greenhouse gas emissions 10% by 2015 and to become carbon neutral by 2020. To date, UM has accomplished a 2% reduction of emissions.

The University of Montana has identified the following targets to enhance sustainability of its infrastructure on campus by 2020:

- 25% of existing facilities will be sustainable with a LEED Silver minimum certification;
- 60% of existing facilities will be accessible;
- 100% of new facilities will be accessible and sustainable;
- 100% of classrooms and laboratories will utilize technology with support that allows technological innovation to be sustained.

Evidence-Standard 2.G.1	Web Address
Association of Physical Plant	<a href="http://www.umt.edu/facilities/pdfAndOtherFiles/SAM%20R">http://www.umt.edu/facilities/pdfAndOtherFiles/SAM%20R</a>

Administrators' facilities assessment ratios	atios%20-%20FY09-FY12.pdf
State Expenditures for New Construction and Capital Renewal Managed by State Architecture & Engineering Division	http://www.umt.edu/facilities/pdfAndOtherFiles/AE%20Expenditures%20FY10%20-%20FY13.pdf
Expenditures Managed by UM Planning and Construction	http://www.umt.edu/facilities/pdfAndOtherFiles/New%20Constr-Capital%20Renew%20FY10-FY13.pdf
Inventory of Accessible Facilities	http://www.umt.edu/facilities/pdfAndOtherFiles/Accessible%20Buildings%206-9-11.pdf
Universal Access Policy	http://www.umt.edu/eo/equalop/staff/univaccess.php
Safety Policies	http://www.umt.edu/publicsafety/Policies%20%20Procedures.aspx
Climate Action Plan	http://www.umt.edu/greeningum/documents/CAPFinal.pdf

**2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.**

**Hazardous and Toxic Materials**

The office of [Environmental Health and Risk Management](#) (EHRM) manages all biohazardous, radioactive, and hazardous materials on campus. It assures that the selection, use, and disposal of these materials by all UM employees and departments is consistent with state and federal law, as well as UM policy. The Institutional Biosafety Committee reviews, approves, and maintains a record of all research and teaching activities. The [EHRM Materials Management website](#) provides Safety Hazard reports and information about:

- chemical gas safety
- chemical safety
- hazardous materials
- radiation safety
- radiation emergency
- infectious waste and biosafety

**Disposal of Waste**

Facilities Services is responsible for the handling and disposal of universal waste (spent fluorescent lamps and electronic waste), the disposal of used oil, and recycling lead acid batteries. All asbestos abatement work complies with the [UM Asbestos Operations and Maintenance Plan](#). Maintenance projects involving asbestos abatement are conducted by in-house personnel, while abatement projects considered larger than maintenance-level are contracted out. The University has also adopted a [green cleaning policy](#) that encourages the use of green cleaning products and processes wherever possible to minimize the use of potentially hazardous chemicals.

UM reports to the following regulatory agencies:

- United States Environmental Protection Agency
- Department of Homeland Security
- United States Nuclear Regulatory Commission
- Montana Department of Transportation
- Montana Department of Environmental Quality
- Montana Department of Labor and Industry
- Montana Department of Public Health and Human Services
- Missoula Valley Water Quality District
- City of Missoula Fire Marshall
- City of Missoula Wastewater Division Pretreatment Program

Evidence-Standard 2.G.2	Web Address
Environmental Health and Risk Management	<a href="http://www.umt.edu/research/EHRM/default.php">http://www.umt.edu/research/EHRM/default.php</a>
EHRM Materials Management	<a href="http://www.umt.edu/research/EHRM/materials/default.php">http://www.umt.edu/research/EHRM/materials/default.php</a>
Asbestos Operations and Maintenance Plan	<a href="http://www.umt.edu/facilities/pdfAndOtherFiles/Asbestos%20Operations%202009.pdf">http://www.umt.edu/facilities/pdfAndOtherFiles/Asbestos%20Operations%202009.pdf</a>
UM policy 206.1- Green Cleaning Products	<a href="http://www.umt.edu/policies/200-FacilitiesProperty/greencleaningproducts.aspx">http://www.umt.edu/policies/200-FacilitiesProperty/greencleaningproducts.aspx</a>

**2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.**

**UM Campus Master Plans:**

UM’s [Campus Master Plans](#) provide a framework for decision making about the physical campus and its future development. Each provides strategies for the challenges and opportunities a growing University experiences.

- Mountain Campus Master Plan
- South Campus Master Plan
- Fort Missoula Master Plan

**Master Plan Review and Implementation**

Since the 2010 accreditation, UM has instituted a comprehensive planning process known as the [Planning-Assessment Continuum](#). During this process, UM reviews the Master Plan and submits proposals used at the BOR and state levels for the [Long Range Building Program](#), which is the comprehensive and prioritized Montana State plan for allocating state resources for capital construction and maintenance of state-owned facilities.

Evidence-Standard 2.G.3	Web Address
Campus Master Plans	<a href="http://www.umt.edu/facilities/Planning%20and%20Construction/Campus%20Master%20Plans.aspx">http://www.umt.edu/facilities/Planning%20and%20Construction/Campus%20Master%20Plans.aspx</a>
Planning-Assessment Continuum	<a href="http://www.umt.edu/planningassessmentcontinuum/default.aspx">http://www.umt.edu/planningassessmentcontinuum/default.aspx</a>
State of Montana Long Range Building Program	<a href="http://recovery.mt.gov/lrbp.mcp">http://recovery.mt.gov/lrbp.mcp</a>

**2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services**

In addition to maintaining a comprehensive inventory of all campus equipment, Facilities Services utilizes a work order system and in-house staff to address the University’s equipment needs, such as replacements, additions, and modifications for accessibility. Facilities Services staff constantly evaluate equipment related to campus infrastructure, carry out routine preventative maintenance and complete major projects.

In the last several years, UM has spent approximately \$5 million on upgrades to HVAC systems in 10 academic buildings, to ensure good air quality, keep occupants comfortable, and improve energy efficiency. In the case of the Mansfield Library, new chillers for its HVAC system also help preserve its

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collections. Other examples include the Fine Arts building, which now features new air handling and control systems that meet American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) building renovation and exhaust standards, along with a new air conditioning system for the fourth floor of the building and the Dennison Theatre. In the Art Annex facility, primarily used by the Ceramics and Sculpture programs, ventilation systems were renovated to meet industrial standards for particulate exhausts.

Recent lighting upgrades include those in the Ceramics and Sculpture program facilities, and \$1 million worth of lighting system retrofits in the Mansfield Library. A new project is underway to retrofit the lighting systems in the Music Recital Hall as well.

Facilities Services also maintains service-related equipment such as that required for sanding and snow removal, lawn maintenance, and the rental vehicle fleet. In the last three years Facilities Services has received grants from Risk Management to increase the service equipment inventory, and has added two skid steers with snow plows along with several tailgate lifts for trucks, a new wood chipper and several riding floor scrubbers.

### *Technological Infrastructure*

**2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.**

[Information Technology](#) (IT) provides leadership in identifying and delivering the information technology infrastructure required to support UM's broader mission. IT provides computing, network, and telecommunications infrastructure, supports enterprise level software, and offers a range of technology support services across campus. The organization also coordinates with the other Montana University System campuses, the local community, and the state to ensure consistency in both offerings and policy.

#### **Networks and Telecommunications**

IT provides digital telephone services throughout the Missoula campus with a local Private Branch Exchange (PBX) and existing telephone infrastructure. This allows for individual telephone numbers without extensions for all offices, classrooms, and dorms. The current system, a traditional time-division multiplexing (TDM) type system, is undergoing progressive upgrades in view of a future transition to voice over Internet Protocol (VoIP) technology.

IT operates the University Wide Area Network (WAN) between the Missoula campus and affiliated campuses at UM Western, Helena College and Montana Tech. IT is also responsible for the Local Area Network (LAN) and wireless networking on the Missoula campus. The wired network is comprehensive, providing buildings both on the four-year campus and on Missoula College campuses with at least 100 megabits per second (Mbps) capabilities. A majority of buildings already exceed the minimum with 1,000 Mbps capability, and the University currently features an even faster data transfer rate of 10 gigabits per second (Gbps) in the network core. 10 Gbps uplinks are also planned for three select research buildings in the coming year.

IT currently provides convenient wireless service for most of the Missoula campus and the Missoula College campuses, and plans to extend wireless to all areas of the Missoula campus, with dense wireless access in select areas as well.

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UM maintains membership in the Northern Tier Network Consortium, which provides academic and research-related network connection to Internet2 across the northern United States, from Seattle to Chicago. The Northern Tier network provides 10 Gbps bandwidth across the state of Montana, and allows for high-speed connectivity to other campuses in the U.S. and beyond. During 2012 and the first half of 2013, core network upgrades and enhanced network uplinks to buildings on campus have improved access to the Northern Tier network, and UM plans to extend network upgrades and campus LAN capabilities even further in the future.

### **Data Centers**

IT operates two sub-Tier 1 data centers housing core servers, campus network equipment, and critical data storage. These include Banner, other databases, web services, departmental applications, and more. The data centers currently house approximately 215 dedicated servers, over 150 virtualized servers, core network equipment and a storage-area network (SAN) with 110 terabytes of storage for system-critical applications. The data centers spread critical servers and equipment across two buildings, providing redundancy for campus Banner implementations and mission critical data. Data centers are staffed during business hours, are equipped with enhanced physical security measures, contain uninterrupted power supplies (UPS) systems, a generator, and redundant cooling when possible to provide approximately three nines (99.9%) uptime. Critical University backups are currently stored in a secure off-site location.

Additionally, 21 small data centers are operated by a combination of IT, Academic Affairs, Student Affairs, and Research and Creative Scholarship. These facilities house over 200 dedicated servers and a variety of virtual servers.

IT has received funding to install new Tier 2 data center facilities on campus in summer 2014, after conducting a study in conjunction with campus partners and a consultant to determine scope and requirements for the project. The new centers will solve the inadequacies of the current installation, facilitate consolidation of academic, research, and administrative computational assets, and increase energy-efficiency. They will replace approximately 75% of the existing IT data centers and require significantly less energy to operate, since they are modular and use more efficient, state-of-the-art equipment.

A comprehensive disaster preparedness plan is also being developed for IT, which will include the establishment of an off-site disaster recovery location with adequate bandwidth and resources. IT also plans to partner with affiliated campuses to provide cross-campus redundancy. Along with the physical improvements, IT proposes to add second/third shift coverage of the datacenter to provide continuous human oversight of key computational assets.

### **Classroom Technology Upgrade**

Classroom technology has been upgraded substantially in the past three years. Since 2009, the University of Montana's Classroom Technology Upgrade project has installed a presentation computer, a document camera, a Blu-ray DVD player, and a video projector controlled via a user-friendly Extron control panel in 89 classrooms. Each installation includes central monitoring capabilities by IT staff to conduct routine maintenance and remotely troubleshoot any equipment problems. The project is managed by a committee of University administrators, faculty, and IT personnel and will be centrally funded for a total of seven years, with \$475,000 a year allocated for the installation, maintenance, and support in 95% of all classrooms. Approximately 25 rooms are completed each year. Project funds are also used to provide a lecture capture system for the entire campus community, where lectures are recorded and made available to students on the University's iTunesU account.

This initiative forms the basis for a technology-rich campus environment and contributes to the dynamic learning environment core theme. It affords faculty and students opportunities to complement their

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classroom experiences with access to the Internet, campus lectures and presentations, and other multimedia content.

### **Computer Labs**

There are 80 computer labs on campus containing approximately 1,600 computers. Academic Affairs manages the majority of the computer labs with a total of 80% of the lab spaces and 85% of the total lab computers. Most of the Academic Affairs labs are dedicated to specific subject areas, with the exception of the library computer lab which is open to all students. IT manages three large labs, one of which is open to students at all hours, while the two smaller labs are used for teaching and IT training. Student Affairs manages several small labs in residence halls.

### **IT Service Delivery**

Services delivered by IT are guided by a mission to provide comprehensive technology solutions for the University's educational, research, administrative and business needs. IT is led by the chief information officer (CIO), who reports to the president. IT is made up of five key areas, each led by an assistant CIO reporting to the CIO:

- Directory Services
- Enterprise Information Systems
- Central Computing Services
- Network Services
- Technology Support Services (TSS)

These five units employ approximately 45% of IT staff on the campus, with distributed IT staff in the various sectors making up the other 55%. Academic Affairs employs about half of the distributed technology staff, with both Student Affairs and Administration and Finance employing small technology teams.

The [IT Strategic Plan](#) addresses issues of oversight and functionality for an integrated approach to IT decision making. A distributed IT model requires effective policies and collaborative decision-making processes to ensure integration of systems, responsible spending and adherence to security requirements. A significant outcome of strategic planning activities was a redesign of the UM IT governance structure, along with adjustments to IT-related policies and processes. The IT Senate is now an active IT governance body, which also develops and assesses annual operational plans that address strategic planning initiatives.

### **Online Learning Services**

Through the ongoing standardization of classroom technology, IT and Academic Affairs are partnering to provide a consistent look and feel for online course components. As of January 2011, UM has offered online learning supplements and distance education through hosted services with Moodlerooms, marking a shift from previous Blackboard offerings. UM selected the Moodle open source Learning Management System through a competitive bid process, which has resulted in greater efficiencies and lower costs in online course delivery. Course shells are populated via feeds from UM's Banner system for any course requiring an online component. Distance education and course shells are coordinated by [UMOnline](#), a division within UM's School of Extended and Lifelong Learning (SELL).

Evidence-Standard 2.G.5	Web Address
Information Technology	<a href="http://www.umt.edu/it/">http://www.umt.edu/it/</a>
IT Strategic Plan	<a href="http://www.umt.edu/it/strategicplan/">http://www.umt.edu/it/strategicplan/</a>
UMOnline	<a href="http://umonline.umt.edu/">http://umonline.umt.edu/</a>



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**2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

**IT Instruction and Faculty Support**

IT provides training on a variety of technologies through the [IT Short Course training program](#). Topics include Microsoft Office, Banner, UMDW (Data Warehouse), general computer maintenance, and web technologies. Courses range from 1 to 10 hours and are open to faculty, staff, and students free of charge.

New employees are offered a Technology Orientation course on the effective and safe use of the technologies essential to their jobs. The course provides an overview of many of the computing systems at UM, how to access them, and best practices for using the range of technologies. Critical technology-related policies, procedures, and security measures are also covered. Though designed for new employees, all faculty and staff are able to use the resource.

SELL offers training on using Moodle, both in the classroom and for distance education. The [Innovation Studio](#) offers face-to-face training sessions on a variety of topics that are taught by full time Instructional Design and Development professionals. These UMonline staff members are available for one-on-one or group sessions and provide tailored assistance in course development and technology implementation. Various online resources are also available to help faculty and students use Moodle for coursework and instruction.

Evidence-Standard 2.G.6	Web Address
IT Short Course Training Program	<a href="http://apps.umt.edu/it/shortcourse/">http://apps.umt.edu/it/shortcourse/</a>
Innovation Studio	<a href="http://umonline.umt.edu/Innovation_Studio.php">http://umonline.umt.edu/Innovation_Studio.php</a>

**2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.**

**Technology Planning and Input**

Several groups provide input on IT initiatives and priorities at UM. The primary and most representative group is the IT Senate, both as a whole and through its active committees for IT architecture, IT infrastructure, communications and enterprise applications.

Another entity, the Classroom Technology Upgrade Project committee, convenes regularly to determine room selection, review technical specifications for upgrades and maintenance, and to review and approve purchases and finances. This committee is headed by the dean of SELL and consists of faculty and Registrar’s Office representatives as well as the IT manager of Presentation and Technology Services.

Representatives of the distributed IT offices and the central IT office convene quarterly at a Technology Partners’ meeting, to share information on upcoming IT projects and gather input on priorities for the distributed IT environment. An IT council consisting of the president and vice presidents is convened as needed to make decisions on issues brought forth by the CIO.

**2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.**

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Three fees are collected for the ongoing costs of technology upgrades: the Instructional Equipment Fee, the Technology Fee and the Student Computer Fee. Revenues and expenditures for each are managed separately, with infrastructure and replacement planning activities included in the management of the fees.

The distributed nature of additional sources of IT funding across the University currently prevents the institution from utilizing a centralized model for technology updates and replacements across departments. Each unit is responsible for reviewing technology support requirements and budgeting for them accordingly. However, the IT Senate governance is charged with creating a committee to overseeing software and hardware cycling across campus with the intent to bring more consistency and structure to the decentralized management of technology upgrades.

### **Instructional Equipment Fee**

The Student Instructional Equipment Fee generates approximately \$600,000 per year and is allocated by the provost. Funds are prorated to each school and college based on a formula that is driven by headcount of majors and student credit hours. The expenditures are governed by [BOR policy 940.26](#) which states, “Expenditures shall be made for the purchase or lease of equipment which will provide a primary benefit to the educational program including library and other related capital acquisitions. Expenditures may be made for the purchase, lease, or maintenance of equipment.” These funds are typically used to purchase new instructional technology, reference materials and appropriate equipment leases. The deans of the schools and colleges go through an application process that vets the proposed expenditures for eligibility.

### **Technology Fee**

The Technology Fee generates approximately \$1,000,000 per year and is allocated at the discretion of the vice president for administration and finance. Allocations from the fee revenues are granted for periodic hardware and software upgrades at the enterprise level on a per request basis as funding allows. Additionally, larger IT projects with a campus-wide impact, such as the data center upgrades and wireless networking project, are funded with a portion of the Technology Fee.

### **Student Computer Fee**

The Student Computer Fee generates approximately \$1,000,000 per year and is allocated through the [Student Computer Fee Committee](#) (SCFC). The SCFC comprises four students nominated by ASUM, an Academic Affairs representative (typically a dean), two faculty members nominated by the Faculty Senate, and one staff member nominated by the Staff Senate, all with voting rights. In addition, a Disabilities Services for Students (DSS) non-voting representative attends meetings to provide information.

Roughly half of the revenues are expended on equipment and software licensing associated with computer labs on campus, with the other half being used to employ students in technology support positions. An allocation structure determined by the SCFC sets aside a fixed amount to be divided by the various colleges and schools using a formula based on lab seats, majors, and Full Time Equivalent (FTE) student enrollment. Once distributed, each college or school may use its equipment allocation with approval of the SCFC. To gain approval, units must present expenditure reports for previously approved purchases. Units are encouraged to plan for sustainable computing uses and manage their funding accordingly, which typically involves carrying funds over from year to year to allow for major equipment replacements every three to four years. Block allocations are also granted to specific departments based on historical needs and special requests against contingency funds.

Evidence-Standard 2.G.7	Web Address
BOR policy 940.26- Equipment Fee	<a href="http://mus.edu/borpol/bor900/940-26.pdf">http://mus.edu/borpol/bor900/940-26.pdf</a>
Student Computer Fee Committee	<a href="http://www.umt.edu/committees/studentcompfee.aspx">http://www.umt.edu/committees/studentcompfee.aspx</a>

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## CONCLUSION

The University of Montana has fully embraced the principle-based statements of expectations of quality and effectiveness inculcated in the revised accreditation standards of the NWCCU. While historically, institutions of higher learning have prepared strategic plans and mission statements, these have been largely monolithic, and were set aside as urgent needs and current realities emerged. The new process ensures that the University keeps mission fulfillment at the forefront, and provides the impetus to use our strategic planning to inform ongoing actions and decisions.

Further, the revised standards build upon the framework for continuous improvement represented in the Planning-Assessment Continuum implemented by the University. Collectively, the core themes document the intentional delineation of the components of the fulfillment of our mission and vision.

Chapter One of this Year Three Self-Evaluation identifies the five core themes endorsed by the faculty, staff and students of the University of Montana. The 22 associated objectives and their corresponding indicators will provide a road map for continuous assessment of progress toward mission fulfillment. Some of the indicators are new and many additional ones are routinely measured; only primary indicators are listed here. While each core theme is distinct and critical, all are congruent and highly integrated, and as a result, many of the indicators will help measure success in more than one objective. By focusing on progress toward achievement of each objective and core theme, the University of Montana will ensure that its efforts and resources are consistently applied toward fulfillment of its mission.

Chapter Two outlines the Resources and Capacity available for attainment of our mission. The Standards focus on Governance, Human Resources, Education Resources, Student Support Resources, Library and Information Resources, Financial Resources, and Physical and Technological Infrastructure. Additional resources not readily covered by these categories include several outstanding and important facilities, such as:

- The Montana Museum of Art and Culture (MMAC) is an incredible resource for students, faculty, and the community. The MMAC Permanent Collection, begun in 1895, includes nearly 11,000 objects. Acquisitions to the Permanent Collection include a wide range of art and artifacts of significant quality from various periods, cultures, countries and categories, including the work of living artists. Staff at the MMAC collaborates with faculty teaching freshmen seminars and other courses to create exhibits in one gallery to support instruction.
- The Flathead Lake Biological Station, an ecological research and education center located in the Rocky Mountains near Glacier National Park, provides a setting for faculty and student research.
- The spectrUM Discovery Area is an interactive science museum with locations on the University of Montana campus and in the heart of downtown Missoula. Opened in October 2007, spectrUM offers exhibits, activities, and demonstrations on-site and through its mobile science program that brings hands-on science to communities and schools across Montana.
- The Lubrecht Experimental Forest is a 28,000-acre outdoor classroom and laboratory located 30 miles northeast of Missoula, Montana in the Blackfoot River drainage. Students and faculty use Lubrecht as a study and research site to learn about forest ecology, watershed management, timber harvest, wildlife research, and more. The public visits the forest to hike, ski, and hold special events.

Each of these facilities are important to realization of our core themes, such as Dynamic Learning Environment and Discovery and Creativity for Montana and the World because they provide co-curricular opportunities for all students, venues for faculty research and teaching, and occasions to involve the community in all aspects of education at UM.

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This Year Three report is a collaborative effort spearheaded by the University Assessment and Accreditation Committee immediately following receipt of recommendations from the Year One report. Faculty, staff, and administrators participated in preparation of the Year Three Self-Evaluation Report in many ways: they drafted sections about their programs, they submitted updated data, they read and edited early versions of the report, and they offered suggestions for metrics to be used to evaluate the efficacy of UM's efforts to meet the objectives for each of the core themes.

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