

MONTANA UNIVERSITY SYSTEM

**Mission Review**

of

**The University of Montana**



**September 2009**

---

**Memorandum of Understanding, 2009-2014**

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

---

Stephen Barrett, Chair  
Montana Board of Regents

---

Sheila M. Stearns, Commissioner of Higher Education  
Montana University System

---

George M. Dennison, President  
The University of Montana

## **MISSION STATEMENT**

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

### **1.0 INSTITUTIONAL CHARACTERISTICS**

#### **1.1 PROFILE**

The University of Montana (UM) is one of two graduate research universities authorized in the State of Montana and is the largest and lead campus of the four affiliates of the multi-campus University of Montana. The University of Montana has for more than a century sustained the liberal arts tradition in Montana as the foundation for undergraduate, professional, and graduate education. Breadth of programming, itself a distinctive attribute of the University, and a liberal arts foundation to all university education, foster the critical thinking and interdisciplinary problem-solving skills needed by 21<sup>st</sup> Century citizens. Located in the second largest but most diverse urban center in the State, the University flourishes in a setting that combines international cosmopolitanism, cultural diversity, social awareness, natural wilderness, and scenic beauty. Those characteristics, combined with a world-class faculty and a well-trained and service-oriented staff, serve to distinguish the University within the State and beyond.

#### **1.2 SCOPE**

The University of Montana has the assigned scope as a graduate research university within the Montana University System, offering an array of academic programs from the Associate (in the College of Technology) through the Doctoral level. In addition, the University hosts the State's only School of Law, College of Forestry and Conservation, School of Journalism, School of Public and Community Health Sciences, School of Social Work, Department of Communicative Sciences and Disorders, School of Pharmacy, School of Physical Therapy, Department of Biomedical and Pharmaceutical Sciences, School of Theatre and Dance, School of Media Arts, Department of Environmental Studies, and Creative Writing Program. As the lead and largest of the four campuses of the multi-campus University of Montana, The University of Montana extends administrative and related services, planning functions, and various other resources to the other three campuses, which include Montana Tech in Butte, UM-Western in Dillon, and UM-Helena COT.

### **1.3 DISTINCTIVE CHARACTERISTICS & STRENGTHS**

Capitalizing upon its setting in the northern Rocky Mountains, the University has developed world-class programs related to the environment, including Wildlife Biology, Environmental Studies, Ecology, Forestry and Conservation, Environmental Journalism, Wilderness and Society, Climate Change, and Environmental Health. The academic programs derive strength from immediate access to the natural laboratories owned and operated by the University, including the Lubrecht Experimental Forest, Yellow Bay Biological Station on Flathead Lake, and Bandy Ranch, as well as from proximity to the extensive and unique public lands in western Montana.

Human health and development is a major focus residing in biomedical sciences, pharmaceutical sciences, medicinal chemistry, pharmacy, physical therapy, public health, allied health, social work, medical technology, communicative sciences, clinical psychology, nursing, and human development. These programs benefit synergistically from the biotechnology firms and labs in the region and the robust Missoula medical and health services industry. Four institutes established and operated collaboratively by the University and St. Patrick Hospital and Health Sciences Center in Missoula focus on cardiovascular science, neuroscience, cancer, and medicine and the humanities. A wide range of academic programs provide students multiple avenues for entry into the health professions workforce, including nursing, medical technology, radiology, and various technical fields. Advanced study and research programs contribute to the understanding of human science and development from many academic perspectives and with a decided focus on translational research. The University also participates as an active and supporting member of the Health Information Exchange of Montana, a collaborative network of health and health education providers in northwestern and central Montana with links all across the State, and co-hosts the Northern Tier Network bringing educational, research, and clinical broadband connectivity to Montana.

Engagement with the arts and culture at The University of Montana involves broad and deep interaction with the community. The University nurtures artists, performers, and writers and has earned distinction for its programs in Creative Writing, Dance, Music, the Montana Repertory Theatre, Media Arts, Anthropology, and Entertainment Management, with co-curricular student involvement through UM Productions and other student groups. The Montana Museum of Art and Culture contains the largest collection of art and Indian artifacts between Minneapolis and Seattle, serving students and Montana citizens. The study of, and involvement with, other cultures has branches in a number of fields. Relying on assistance from the private sector and all twelve Tribes in Montana, the University is constructing a Native American Center to serve the needs of students and Tribal communities. In addition, the University hosts a broad and broadening array of language programs, including indigenous languages and languages defined as “critical” by the National Security Education Board, to foster global awareness and prepare students for the study of world cultures through academic programs, special institutes, and some 100 robust student and faculty exchanges. Undergraduate and graduate study and research by students and faculty occurs on every continent of the world, while The Maureen and Mike Mansfield Center and the Central and Southwestern Asia Program emphasize the strategic importance of Asia to the United States and Montana.

The University's endeavor to meet societal needs prompts a strong focus on the business sector, the development of educators, the preparation of lawyers ready for practice, the engagement of students beyond the campus, and the articulation of new programs responsive to the challenges and demands of the local, national, and global community. The O'Connor Center for the Rocky Mountain West identifies and analyzes the unique challenges and problems affecting the region; the Center for Natural Resources and Environmental Policy provides alternative dispute resolution services and scientific, legal, and policy studies focused on natural and renewable resources; the Montana World Trade Center connects local businesses to world markets, and the Phyllis J. Washington Education Center, which will host the Montana Virtual High School Academy, extends the resources of the University to meet the needs of Montana's P-12 education sector.

The University's emphasis on student engagement, through both formal programming and informal initiative, has resulted in designation by the Carnegie Commission on Higher Education for Curricular Engagement and Outreach and Partnerships. It has also resulted in the University being listed for three years running on the President's Honor Roll for Civic Engagement and Community Service. In addition, the University hosts the Montana Campus Compact, the State branch of the national organization that fosters student volunteerism, community service, and civic engagement. The University is among the most active in the nation for producing Peace Corps volunteers. The National Conference on Undergraduate Research will return to the University in 2010 as a showcase venue for undergraduate research. The University also benefits from active student, staff, and faculty involvement in issues of critical societal importance such as climate change and sustainability and enjoys award-winning campus athletics and recreational programs. The University also draws distinction from the programming and resources provided through the Davidson Honors College, the Maureen and Mike Mansfield Library, Continuing Education, and the IT infrastructure.

#### **1.4 PEER INSTITUTIONS**

The University uses peer institutions for multiple comparisons. The list of institutions below includes those with characteristics similar to The University of Montana and located in the region to which the same prospective students apply. We strive to assure that nonresident tuition charged by The University of Montana falls somewhere close to the median rate charged by these Universities. In addition, institutional researchers and academic leaders compare data and information from more varied lists of institutions – all of which offer similar programs with which The University of Montana programs compete – to learn about new academic programmatic ideas, student support mechanisms, research operations and directions, and outreach activities. These institutions come from the membership of the Association of Public and Land-grant Universities (APLU). Their resemblance to The University of Montana allows meaningful comparisons of program array, staffing, enrollments, sector expenditures, resources issues, and governance. In addition, institutional researchers rely on national studies conducted by professional association such as the CUPA-HR annual salary surveys and the annual Delaware Study (NSICP) to benchmark instructional costs, productivity, salaries, and sources of revenue.

Peer Institutions for Tuition Comparison

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

**2.0 STUDENT PROFILE & ENROLLMENT TRENDS**

**2.1 STUDENT CHARACTERISTICS**

**Fall Semester 2008**

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

## 2.2 ACADEMIC PREPAREDNESS

ACT Composite Scores	
30-36	5.5%
24-29	37.8%
18-23	50.7%
12-17	6.3%
6-11	0.0%
Below 6	0.0%

SAT Scores	Critical Reading	Math	Writing
700-800	4.8%	2.5%	2.5%
600-699	22.8%	20.7%	17.3%
500-599	42.5%	47.3%	44.5%
400-499	24.6%	25.6%	29.0%
300-399	5.1%	3.5%	6.6%
200-299	0.4%	0.6%	0.3%

## 2.3 ENROLLMENT TRENDS

The University continues to enjoy record enrollments, both in student headcount and full-time equivalent (FTE) students. Resident enrollment exceeded projections by more than 400 FTE because of successful recruitment efforts capturing a larger share of Montana students. Strong growth occurred on the Mountain Campus, with continuing growth in the College of Technology. Following a few years of gradual decline in nonresident enrollment, the University has reversed the trend through recruitment initiatives. As a result, FY2009 nonresident enrollment increased over FY2008 and looks promising for FY2010. In addition, the ratio of enrolled-to-admitted students (yield) increased in FY2009 for all categories except Western Undergraduate Exchange (WUE) students.

Student FTE by Residency & Level

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

From Fall 2004 to Fall 2007, the University registered relatively stable numbers of first-time freshmen coupled with slightly declining numbers of new transfers, graduate, and non-degree students. The volume of new students increased dramatically in Fall 2008, led by a significant jump in first-time freshmen as the University captured a larger share of a slightly smaller Montana high school graduating cohort.

### Student Headcount by New Student Status

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

## 2.4 ENROLLMENT PROJECTIONS & CHALLENGES

The Enrollment Management Council (EMC) recommends overall policy and strategy and assures coordination of enrollment management for The University of Montana. The Enrollment Projection Committee (EPC) comprises a working sub-committee of the EMC. The EPC develops enrollment projections for EMC consideration, taking into account market trends, economic developments, and changes to the cohort groups. The EPC applies a methodology for projections based on analysis of the University's full-time equivalent (FTE) enrollment by fee category, using historical trend analysis adjusted for current conditions, new information, or anticipated developments not reflected in the historical data.

The University's enrollment projections and goals are formulated around these directions and circumstances:

- A substantial increase in graduate enrollment in response to workforce demands and to the growing research mission of the institution;
- A modest decline in first-time, full-time resident undergraduate enrollment that reflects demographic trajectories;
- Increased non-resident enrollment based on an aggressive recruitment strategy;
- Increased enrollment of non-traditional students and first-generation students to promote access;
- Improved retention of existing students (see Section 3.2).

## 3.0 STUDENT SUCCESS

### 3.1 DEGREE PRODUCTION – DEGREES AWARD BY TYPE

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

\*Preliminary and NOT official

### 3.2 RETENTION & GRADUATION RATES

Initiatives implemented during the last few years have shown early success, with higher retention rates observed for the last three cohorts of new full-time freshmen compared to the significantly lower first year retention rates for the 2003 and 2004 cohorts. A similar but even more encouraging trend marks the second year retention rates, indicating positive results generated by the first year experience programs. The University anticipates that these successes will lead to improved graduation rates over the coming years.

The Undergraduate Success and Progress Rate for first-time, full-time students at the Mountain campus indicates that, for the 2002 cohort, 75 percent of the students had graduated from the University or another institution or remained enrolled on some campus four years later. The related percentage for students who transferred to the University in 2002 exceeded 80 percent. The University's current retention and graduation rates hover near the averages for peer institutions and for public research universities.

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

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

### 3.3 RETENTION EFFORTS

The University has spent a considerable amount of time and energy analyzing student success and developing a comprehensive plan for improving it. The recently adopted retention plan, *Partnering for Student Success*, sets goals for retention and graduation rates and outlines sweeping initiatives to promote a successful first year for entering freshmen and to address the needs of sophomores and upper division students. *Partnering for Student Success* sets goals for retention and graduation rates at the levels observed in the upper quartile of public research universities:

- First-year retention: 80 percent
- Six-year graduation rate: 57 percent

The plan emphasizes the need to evaluate programs and initiatives at every level, including the academic quality of programs, whether students meet learning outcomes, and how initiatives meet the needs of today's students. Specific action plans include strategies to address six key issues:

- Preparing K-12 Students;
- Transitioning to College;
- Integrating the Early College Curriculum;
- Engaging Students;
- Strengthening Student Support, and
- Emphasizing Faculty and Staff Development.



Inadequate academic preparation and financial hardship constitute the two major causes of attrition for The University of Montana. Broad action, in collaboration with the P-12 system, to improve the rigor of high school education and to enforce the implementation of a college preparatory curriculum will provide solutions. In addition, actions to improve affordability, without compromising the mission or the quality of the institutions, must continue. The University of Montana has several programs to assist students with needs to benefit from college, notably the MPACT, Horatio Alger, Washington, and campus-based tuition assistance programs.

### 3.4 STUDENT SATISFACTION

The National Survey of Student Engagement, administered biennially to UM students, provides rich information about students and programs. The following excerpts provide the flavor of the overall conclusions of the most recent NSSE reports:

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

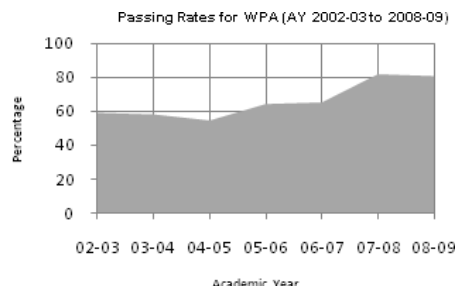
### 3.5 LEARNING OUTCOMES ASSESSMENT PROCESS

The University of Montana Annual Assessment Report forms the basis for an annual review of strategic direction and budgeting. The report summarizes, in condensed form, the results of many assessment instruments, including those described below, organized around these assessment categories:

- Undergraduate Academic Quality and Student Success
- Graduate Program Academic Quality and Student Success
- Research and Creative Activity
- Enrollment Management
- Institutional Efficiency and Effectiveness
- Contributions to the Community
- Institutional Prominence

The University participates in the Collegiate Learning Assessment (CLA) to evaluate student development in the areas of critical thinking, analytical reasoning, problem solving, and communication. The results of the CLA from 2006-2007 place the University nationally in the 8<sup>th</sup> decile grouping of similar institutions, signifying that UM students performed better than students enrolled at 70 percent of four-year institutions nationally. The University will administer the CLA again in FY2010.

To demonstrate writing proficiency and determine the readiness of students to satisfy writing standards in upper division courses, students must complete the WPA. Scores from 2002 to 2009 demonstrate improvement in students' writing abilities. Gains in the passing rate result from increased opportunities



for tutoring and writing instruction and direct intervention for those who fail the WPA two or more times.

At the department and program level, faculty develop learning outcome statements and use assessment tools to measure performance, relying on a variety of approaches and instruments, such as capstone courses, standardized tests, locally developed tests, portfolios, pre-test/post-test evaluations, and indirect methods such as student satisfaction surveys and exit interviews to demonstrate faculty responsiveness to student learning outcomes.

## **4.0 ACADEMIC PROFILE**

### **4.1 ACADEMIC PROGRAMS (PROGRAM MIX)**

The University offers multiple programs at the respective degree levels:

Certificate:	25
Associate:	19
Bachelor (including 16 Professional degrees):	64
Master (including 14 Professional degrees):	58
Specialist:	4
Doctoral (including 7 Professional degrees):	23

The faculty recently revised the University's General Education Program and designed it around three competency requirements – writing, mathematical literacy, and foreign language/symbolic systems – and six broadening “perspectives.” A discussion focused on “Design of the Undergraduate Curriculum” seeks to assure students a more contextual education characterized by disciplinary integration and an action-oriented undergraduate experience.

#### Class Sizes, Student-Faculty Ratios, and Preparations per Faculty Member

Fall Semester 2008:

- Average Class Size:
  - Lower Division: 32
  - Upper Division: 22
  - Graduate: 13
- Undergraduate Student to Faculty Ratio (excluding TAs): 19 to 1
- Undergraduate Student to Faculty Ratio (including TAs): 16 to 1
- Organized Class Sections per Faculty FTE: 3.2

Undergraduate Degree Recipients by College, 2008-09\*

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

\* Preliminary and NOT official

Graduate Degree Recipients by College, 2008-09\*

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

\*Preliminary and NOT official

## 4.2 ACADEMIC PLANS

The University of Montana Academic Strategic Plan marked the culmination of more than a year of deliberation and discussion by the campus academic community. A planning committee was convened and charged with developing a plan consistent with Board of Regents' priorities and the President's Strategic Directions document. The plan was developed through discussion with numerous campus groups, town hall meetings, and feedback from the Faculty Senate, the Academic Officers, and the Executive Officers. The resultant plan is organized around six Initiatives and each of the Initiatives includes multiple goals and strategies that are designed to address the mission more fully.

1. Cultivate Learning and Discovery in Undergraduate Education
2. Cultivate Learning and Discovery at the Graduate Level
3. Create a Coherent Vision for Research and Creative Scholarship
4. Build Community through Engagement and Outreach
5. Embrace Diversity and International Involvement
6. Improve the Workplace Environment

Upon final endorsement by the Senate, the plan will be published by the end of October. The Planning Committee will then be dismissed and an Implementation Advisory Committee put in place. The Plan will guide decision-making and will serve as a basis for annual review of priorities, budgeting, and assessment. Each academic unit will now develop or update its own strategic plan to align with the Academic Strategic Plan. All will be available to the campus community.

### 4.3 FACULTY CHARACTERISTICS

<i>Counts exclude Contract Administrators and Library staff with Faculty rank, Postdocs, and Sabb repl</i>	All Faculty (Instructional and Other)					
	Headcount			Percentage of Total		
	FT	PT	Total	FT	PT	Total
<b>University of Montana - Missoula (total)</b>						
Total faculty	593	271	864	100%	100%	100%
Nonresident alien (international)	28	14	42	5%	5%	5%
Minorities	72	27	99	12%	10%	11%
Women	219	141	360	37%	52%	42%
Men	374	130	504	63%	48%	58%
Tenure status	593	271	864			
Tenured (CT)	332	12	344	56%	4%	40%
Tenure track (PT)	164	7	171	28%	3%	20%
Nontenurable (NT)	97	252	349	16%	93%	40%
Rank	593	271	864			
Professor	226	25	251	38%	9%	29%
Associate Professor	134	16	150	23%	6%	17%
Assistant Professor	151	63	214	25%	23%	25%
Instructor / Educator (COT)	65	159	224	11%	59%	26%
Lecturer	17	8	25	3%	3%	3%
Total full-time equivalent (FTE)	593	100	693	86%	14%	100%
Have doctorate, FP, or other terminal degree	490	102	592	83%	38%	69%
Highest degree is Doctorate (PhD, EdD)	412	67	479	69%	25%	55%
Highest degree is Juris Doctor (FP degree)	25	12	37	4%	4%	4%
Highest degree is PharmD (FP degree)	9	1	10	2%	0%	1%
Terminal master's or other terminal degree	44	22	66	7%	8%	8%

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

**The University of Montana-Missoula  
Academic Unit Data - Fall 2008**

**Comparison to Fall 2006 NSICP Benchmarks (University of Delaware National Study of Instructional Cost and Productivity)**

	<u>Student Credit Hours per Faculty FTE</u>		<u>Organized Class Sections per Fac FTE</u>		<u>Direct Instructional Expenditures per FTE</u>		<u>Student- Faculty Ratio</u> (Fall 08)	<u>Tenure/TT Faculty Percentage</u> (Fall 08)	<u>Research Expend per T/TT Fac FTE</u>	
	<u>Unit</u>	<u>Benchmark</u>	<u>Unit</u>	<u>Benchmark</u>	<u>Unit</u>	<u>Benchmark</u>			<u>Unit</u>	<u>Benchmark</u>
	(Fall 08)	(Fall 06)	(Fall 08)	(Fall 06)	(Fall 08)	(Fall 06)			(FY 2008)	(FY 2007)
Arts & Sciences	247	250	2.3	2.3	4,698	5,601	17	66%	68,650	48,579
Business Administration	297	302	2.5	2.5	5,533	6,023	20	75%	567	9,427
Education	208	158	5.1	2.5	5,143	7,048	14	70%	117,296	17,747
Fine Arts	239	167	5.1	2.5	4,843	7,810	16	77%	50	899
Forestry & Conservation	164	161	2.2	2.1	6,007	8,713	11	61%	418,807	170,572
Journalism	166	207	2.7	2.7	6,592	6,719	11	72%	0	3,066
Law	156	191	2.5	2.0	10,346	8,377	13	69%	3,193	7,375
Health Prof & Biomed Sci	153	166	2.7	2.0	9,202	8,304	12	74%	192,245	45,532
UM Average (excluding COT)	229	<i>Not Avail</i>	3.2	<i>Not Avail</i>	5,354	<i>Not Avail</i>	16	69%	82,335	<i>Not Avail</i>

## 5.0 PUBLIC OUTREACH, RESEARCH, & TECHNOLOGY TRANSFER

### 5.1 OUTREACH PROGRAMS

The University hosts the Montana Campus Compact and also maintains an Office of Civic Engagement. The Montana Campus Compact includes 19 colleges and universities in the State and promotes community service, civic engagement, and service learning among students, faculty, and staff, with funding assistance from the Corporation for National and Community Service and other agencies through the Montana Commission for Community Service. As a result, The University of Montana received designation from the Carnegie Commission on Higher Education for Curricular Engagement and Outreach and Partnerships and has appeared on the President's Honor Roll for Community Service for three years running.

Each year President George M. Dennison leads a series of outreach trips across Montana and beyond to recruit new students to the University. Administrators and recruiters from Enrollment Services visited four destinations in early 2009: Browning, Helena, Lewistown, and suburban Chicago. At Browning, the UM contingent reached out to residents of the Blackfeet Indian Reservation as they toured the new high school and attended a special honoring ceremony.

UM educators such as Garon Smith, CASE 2008 Professor of the Year, often participate in outreach tours as well. In addition to going on the official outreach tours, Smith regularly visits

elementary and high schools around the State teaching short science lessons and helping recruit students to the University.

Outreach occurs from across campus based upon local expertise. Examples include:

- Spectrum Science Laboratory brings “hands-on” science to K-12 students, teachers, and parents
- Bureau of Business and Economic Research provides economic forecasting for the state and local businesses
- A recent arrangement with the School of Pharmacy to provide consultation for the Regents health plan
- Consultation and team supervision during the fire season by faculty members from Forestry

## 5.2 FUNDED RESEARCH PROGRAM PROFILE

Research and Creative Scholarship represent a major and deliberate growth area for the University, with substantial investment coming from sources other than State appropriations. Expenditures from extramurally funded grants and contracts have grown significantly from \$7 million in FY1990 to \$67 million in FY2009 – an annual growth rate of 7.77 percent – largely due to institutional investments in recruitment and start-up support for new faculty. The number of proposals submitted to funding agencies on an annual basis provides an important indicator of the future health of the research enterprise. Faculty researchers have steadily increased the number of submitted proposals over the last two decades, rising from around 300 in FY1990 to nearly 900 in FY2009. The large number of proposals currently under consideration for funding in FY2010, coupled with the significant increases in the federal funding, suggests a continued but probably more dramatic rise in UM grant and contract expenditures over the next couple of years, if the “hit” rate continues at historic levels.

The number of scholarly peer-reviewed publications has also grown steadily (taken from the *ISI Web of Knowledge*), with the annual publication rate tripling over the last two decades. In addition, the quality and importance of the research has become even more impressive. For example, in the last five years, UM faculty published nearly 30 papers in the premier science journals of *Science* and *Nature*. Importantly, many of the University’s top researchers also rank among the best teachers, winning awards for teaching as well as research.

## 5.3 INVENTIONS, PATENTS, AND SPIN-OFF COMPANIES

US Patents issued (active)	32
Active licenses	24
Active licenses to MT companies	18
UM stimulated companies	8

Examples include Bee Alert Technologies, Purity Systems, Inc., Aquila Vision, Visual Learning Systems, and Rivertop Renewables.

## 5.4 COMMUNITY ENGAGEMENT

The arts at the University of Montana offer a full array of activities that ignite the intellect and spark new, creative ways of thinking and communicating. From the compelling visions of visual artists and the breadth of the Permanent Collection at the Montana Museum of Art & Culture to the talents of our student and faculty dramatists, musicians, dancers, and media artists, the University emphasizes high artistic standards and broad community outreach. Whether a Montana Repertory Theatre production traveling the nation, the renowned Buddy DeFranco Jazz Festival featuring international performers, or a gallery talk by accomplished artist-scholars, the arts provide the catalyst for shared community experiences, educational richness, and sheer entertainment. The University's arts and cultural offerings are at the heart of what makes Missoula "Montana's Cultural Superstar," generating cultural tourism choices. The University of Montana helps to enrich the cultural opportunities, enhancing the attractiveness of the Missoula community to young, talented professionals whose decisions on where to start a career or business rest increasingly on quality of life and availability of cultural amenities.

Each year:

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

The Missoula community and the State look to The University of Montana for enriching entertainment experience. Thanks to the University's ability in recent years to bring in some of the biggest names in the industry such as The Rolling Stones, Elton John, James Taylor, Brad Paisley, Sting, Alison Krauss, and Blue Man Group, The University of Montana has garnered a nationwide reputation as one of the "hottest little markets" for top-tier artists to play. Additionally, The University of Montana Grizzly athletic events continue as the State's most attended and highest grossing entertainment events each year. The Montana Grizzly football team competes annually in the national championship playoffs, and attracts to Missoula on game-day the largest crowds in the history of the State. Additionally, UM provides ticketing services for approximately 150 events each year, approximately 50 percent of which are UM Intercollegiate Athletics events. The events occur in the Adams Center, Washington Grizzly Stadium, the University Theatre, and other venues throughout Western Montana.

## **5.5 SPECIAL RECOGNITION**

University-wide special recognition includes designation by the Carnegie Commission on Higher Education for Curricular Engagement and Outreach and Partnerships. Also, the University has been listed for three years running on the President's Honor Roll for Civic Engagement and Community Service. The University ranks fifth among public Universities nationally for the graduation of Rhodes Scholars and has received more Udall Scholars than any other public institution and does very well in other national and international competitions.

Recognition of individual units include the School of Law's recent designation by The National Jurist magazine as the number six "best value" law school in the country and the School of Pharmacy's ranking as ninth highest funded pharmacy school by NIH research grants and contracts in the nation. The College of Education and Human Sciences, along with the College of Arts and Sciences, was recognized as one of only a few institutions with an excellent mathematics education curriculum. The School of Journalism typically dominates the Hearst Awards for journalists and photojournalists; the School of Business Administration ranks among the leading institutions in the country for performance on the Public Accountancy examinations. The School of Music Opera Theatre recently won the National Opera Association "Best College Production."

## **5.6 PEER COMPARISONS**

The University has remained for several years in the third tier of public research institutions listed by the *U.S. News and World Report* rankings. The *Princeton Review* annually ranks the University as one of the best 360 colleges and universities in the country. Various publications describe the campus as one of the most scenic in the world, and others provide accolades for its recreational setting and activities. The Wildlife Biology Programs ranks among the top five in the world, while the Creative Writing Program regularly ranks among the top ten in the country. Results from the Collegiate Learning Assessment have placed the University at the 80<sup>th</sup> percentile.

## **6.0 SYSTEM COLLABORATION**

### **6.1 COLLABORATIONS WITH K-12**

The University, in collaboration with OCHE, OPI, and the Governor's office, has conducted a pilot study to determine the feasibility of adopting a statewide electronic transcript protocol. The pilot has involved three higher education institutions, five high schools, and the National Transcript Center. The project incorporated data for 100 students who have matriculated from one of the participating high schools to one of the participating higher education institutions.

The University will collaborate with the Missoula County Public Schools in preparing for and holding a Missoula Area Educational Summit in November 2009, having planned it for roughly a year. The Summit will focus on the educational services necessary at the P-20 levels to foster economic, social, and cultural development in the Western region of the State, and will bring together by invitation administrators, teachers, faculty members, policy-makers, and business



leaders to determine action steps for improving educational efficiency and effectiveness. The University and the Missoula County Public Schools will also collaborate to implement Professional Development Academies for K-12 teachers and administrators, beginning with Middle School Mathematics during FY2010.

The President of UM and MSU have convened a working group to assure more and better-prepared teachers in math and science for the State. The Initiative brings together members from the Universities, the K-12 system, OPI, OCHE, the Governor's office, the federal delegation, and others. The four areas of focus that have emerged to date include a systematic data collection and analysis system, a professional academy program, a learning assistant model, and a communications plan.

Enrollment Services (ES) has streamlined the group visit program which includes school groups, college groups, and extracurricular groups or camps. Coordinators now schedule group visits online. ES has also developed programming so that each group's experience will match the developmental and educational needs of the participants, including a college and career planning curriculum. The majority of the groups that participate in group visits represent Gear Up, Talent Search, Upward Bound, and middle and high school special topic classes. ES has partnered as well with the Missoula County Schools Indian Education Department and Willard Alternative School to provide individualized college counseling for these targeted student groups.

The University, through the College of Education and Human Sciences, has the lead role on the design, development, and implementation of a Virtual High School Academy that will use technology to deliver a full curriculum to high schools across the State.

## **6.2 JOINT PROGRAMS (WITHIN MT AND BEYOND)**

- Surgical Technology A.A.S. (with MSU-Billings COT; and Montana Tech COT)
- Energy Technology A.A.S. (with FVCC)
- Fire and Rescue A.A.S. (with UM-Helena COT)
- 2+2 Social Work B.S.W. (with FVCC)
- 2+2 Engineering B.S. (with Montana Tech; and MSU)
- Neuroscience, M.S. and Ph.D. (with Department of Cell Biology and Neuroscience, MSU)
- International Field Geosciences B.S. (with University College Cork in Ireland; and Potsdam University in Germany)
- Montana Medical Laboratory Science Training Program (with MSU)
- Master of Education (with UM-Western)
- Blackfeet Language Instruction (with Blackfeet Community College)
- Teacher Prep (with Salish Kootenai College)

### **6.3 PARTICIPATION IN SYSTEM INITIATIVES**

Common Course Numbering: UM has been an active partner in the Common Course Numbering Project and has dedicated faculty, staff, and administrative time to move the project forward on schedule.

Making Opportunity Affordable: UM has been represented on the Steering Committee and on the Two-year Council for the Making Opportunity Affordable Project, and has been active in helping to move the technology aspect of the project forward.

EPSCoR: UM is the lead institution for the upcoming submission of the National Science Foundation Experimental Program to Stimulate Competitive Research. This project will bring a \$4 million per year grant to the State to develop scientific research capacity.

### **6.4 SUPPORT FOR CAMPUSES AFFILIATED WITH THE UNIVERSITY**

Collaboration between UM and Affiliate Campuses: The University of Montana has collaborated with the affiliate campuses in several recruitment initiatives including a nationally advertised summer Counselor Tour bringing high school and independent counselors from across the country to visit UM, Carroll College, Montana Tech, and MSU. Over the past four years, this has become one of the most sought after and prestigious counselor tours in the nation. The University has collaborated with UM-Western, Montana Tech, and UM-Helena COT on several initiatives including co-sponsoring a reception for high school counselors at the National Association of Collegiate Admissions Counselors Conference held in Seattle. We will continue the practice of referring prospective students with specific major interests to the affiliate campuses. The University will seek to acquire a common learning management system over the course of the next year. In addition, the University shares the Legacy System for automated budgeting. When restructuring occurred in 1994-1995, the University instituted cross pledging of revenues from the four campuses in order to issue debt to finance needed construction and renovations. Any additional bond issues since that original issue have continued on the same basis. As a direct result, the three smaller campuses have access to funding otherwise unavailable, and the University guarantees financial accountability. Finally, the University has transferred significant financial resources over the years to assure the financial and programmatic viability of the affiliate campuses.

### **6.5 SUPPORT/COLLABORATION WITH OTHER CAMPUSES (CC'S, TRIBAL COLLEGES, OTHER)**

UM Tribal Partners: The University of Montana hosts an annual meeting focusing on collaboration with the Tribal Colleges and Higher Education Representatives in the State of Montana. This meeting allows administrators, faculty and staff members from Tribal Colleges, Tribal Higher Education Departments and UM to become acquainted and review the partnerships, policies, and procedures in place that support the transition of Native students and foster collaboration.

Dual Application: The Dual Admissions Agreements promote the successful transfer of students from Montana's Tribal Colleges and select Montana and Wyoming Community

Colleges. Students entering at a collaborating school apply through the Dual Admissions Agreement granting admission to both campuses (prescriptive to UM). This will allow admissions professionals from The University of Montana and transition coordinators to collaboratively plan a course of study, establish a line of communication, and assist students in early transfer orientation.

2+2 Programs: In collaborating with Flathead Valley Community College, a 2+2 degree in Social Work is in place for Fall 2009. In the past year, UM received approval for a 2+2 engineering program with both Montana Tech and MSU-Bozeman. Students can now complete the first two years of a pre-engineering program at UM and transfer to one of the engineering schools.

## 7.0 OPERATING BUDGET

### REPORTING METRIC

#### EXPENDITURES PER STUDENT

Campus	<u>FY06</u> <u>Actual</u>	<u>FY07</u> <u>Actual</u>	<u>FY08</u> <u>Actual</u>	<u>FY09</u> <u>Actual</u>	<u>FY10</u> <u>Budgeted</u>	Growth Rate
<b>University of Montana</b>						
UM - Missoula	9,335	9,762	10,234	10,456	11,064	4.3%
UM - MT Tech	10,192	10,443	10,903	11,383	11,688	3.5%
UM - Western	8,561	9,298	9,794	10,413	10,394	4.6%
UM - Helena COT	6,815	6,793	7,671	7,382	7,729	3.2%

Although The University of Montana has the status as one of the lowest-cost doctoral universities in the country, it continues to provide a diverse array of high quality educational programs and student services. While tuition has to some extent supplanted State support, limited individual and family income in Montana has made affordability a particularly acute issue and has caused the University to use prudent restraint in tuition decisions. The recent willingness of the Executive and Legislative branches of State government to recognize the connection between State support and tuition affordability has allowed the University to minimize tuition increases.

However, as in the past, this balancing amplifies the challenges to the recruitment and retention of faculty and staff of the University. In the decade culminating in the 2010/2011 biennium, four of the ten years have seen no salary increases, and two of the years saw only two percent increases. Although with increasing difficulty, the University has competed in the marketplace for new faculty at the instructor and assistant professor levels. However, the lack of adequate inflationary increases over the years has taken its toll by causing non-competitive faculty salaries at the associate and full-professor ranks, and the problem generally becomes more acute for faculty members who have served the University well for many years.

Still, The University of Montana has gained some ground. While still badly lagging national benchmarks, the University's expenditures per FTE have actually grown faster than the national averages over the past decade. Strategic budget allocations have enabled the University to make prudent investments in needed academic programs and key faculty

positions, facilitating impressive growth in sponsored research, continued gains in market share of enrolling Montana graduating high school seniors, and renewed national competitiveness for out-of-state students.

Moreover, strategic resource allocation at both the State and campus level have borne fruit specifically in disciplines and delivery options aimed at occupational, technical, and professional programs. In the past two biennia, the State, Regents, and University have budgeted one-time-only funds for instructional equipment and two-year programs, particularly in technical and workforce training programs. In addition to expanding nursing and allied health programs, in 2006 the University added a new masters program in public health, and in 2009 – with one-time-only assistance from the State – a badly needed program in communicative sciences and disorders, which will add both baccalaureate and masters-trained professionals to the job force. Online course offerings and enrollment have seen phenomenal expansion, growing by more than 100 percent since 2006. Finally, the University has responded to community needs by expanding access to courses in the Bitterroot Valley, and by working collaboratively with local Job Service offices and lifelong learning centers to provide training for workers displaced by the recent economic downturn.