

**MONTANA UNIVERSITY SYSTEM
Mission Review
University of Montana
July 2014**



Memorandum of Understanding, 2014-2019

This document serves as a Memorandum of Understanding between the Montana Board of Regents, the Montana University System Office, and the University of Montana as a depiction of institutional role, characteristics, and system and statewide contributions. This agreement helps guide the system and the institution in developing strategic directions that build on distinctive strengths and the leadership role that the University of Montana contributes to its affiliated campuses and the University System.

Paul Tuss, Chair
Montana Board of Regents

Date

Clayton Christian, Commissioner of Higher Education
Montana University System

Date

Royce C. Engstrom, President
University of Montana

Date

MISSION STATEMENT

The University of Montana--Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

1. INSTITUTIONAL CHARACTERISTICS

1.1 PROFILE:

The University of Montana-Missoula (UM) is one of two doctoral research universities in Montana and is the lead campus for four affiliated campuses. Serving approximately 15,000 students, UM is located in Missoula, Montana's second largest and most diverse urban area. UM flourishes in a setting that combines internationalism, cultural diversity, social awareness, and natural and scenic surroundings. Missoula is recognized as one of the great college towns of America and the campus has been recognized as one of the most beautiful. These characteristics, combined with a world-class faculty and committed, service-oriented staff, distinguish UM within the state and beyond.

1.2 ROLE WITHIN THE MUS:

UM is a doctoral research university within the Montana University System, offering an array of academic programs including work force certificates (from its two-year college, Missoula College) through doctoral degrees.

Central to the university is the College of Humanities and Sciences, which offers 26 programs in the humanities, natural and physical sciences, and social and behavioral sciences to educate its majors as well as provide foundational training and electives for all students. The School of Business Administration trains ethical business professionals, entrepreneurs and leaders and is the leading business school in the state with offerings of certificate programs through the Masters in Business Administration and Masters of Accountancy. The Phyllis J. Washington College of Education and Human Sciences leads the state with a wide range of programs from bachelors through doctoral degrees and prepares students to work as counselors, teachers, speech and language pathologists, health professionals and leaders in education. The School for Extended and Lifelong Learning creates innovative learning experiences for UM students and the larger community, while the Davidson Honors College, Montana's first honors college, provides educational challenges and leadership experiences for highly motivated students.

Many UM schools and colleges are unique in the state, including the School of Law, College of Forestry and Conservation, School of Journalism, College of Health Professions and Biomedical Sciences (with Schools of Public and Community Health Sciences, Pharmacy, Physical Therapy and Rehabilitation Science, Social Work, and the Western Montana Family Medicine Residency Program) and College of Visual and Performing Arts (with Schools of Media Arts, Music, Theatre and Dance, and Art). In addition, programs such as Communicative Sciences and Disorders, Environmental Studies, and Creative Writing are unique to UM.

UM-M extends administrative and related services, planning functions, and various other resources collaboratively to its other three campuses, and at times to other campuses within the Montana University System.

1.3: DISTINCTIVE CHARACTERISTICS & STRENGTHS:

For more than 120 years, the University of Montana has maintained a liberal arts tradition as the foundation for undergraduate, professional, and graduate education. Breadth of programming and a solid interdisciplinary foundation foster the critical thinking, integrative problem solving, analytical, and communication skills needed by today's citizens.

UM is distinctive for many of its academic, research, and outreach programs. Signature themes are Science, Health Professions, Business, the Environment, and Culture and Arts as they are manifest across the campus and in our research and outreach activities. Also, three programs have been recognized as Programs of National Distinction—Organismal Biology and Ecology, Creative Writing, and Wildlife Biology—and several other programs are on the cusp of joining this distinction. Forestry and Conservation, Journalism, Law, Wilderness and Civilization, Climate Change, Entertainment Management, Media Arts, Exercise Science, and myriad health programs are distinguished in Montana, the region, and nationally. The Davidson Honors College is the oldest Honors College in Montana and is recognized as one of the most successful honors colleges in the nation. UM's leadership and coordination of the Family Medicine Residency Program and the new Neural Injury Center are recent additions to the medical and health portfolio at UM.

Facilities at UM enhance these distinctive programs, such as the Davidson Honors College building, the Skaggs Building which houses many health-related programs, the Payne Family Native American Center, the Phyllis J. Washington Education Building, the Gallagher Business Building, Lubrecht Experimental Forest, Bandy Experimental Ranch, the Flathead Lake Biological Station, and research and education facilities at Fort Missoula. UM also benefits from the facilities of other organizations that share their facilities with us: the medical communities in Missoula and Kalispell, the USDA Forest Service, Missoula artists, the Boone and Crockett Club, and local school districts, to name a few. Such collaboration enhances our programming and distinctiveness. In recent years, an increasing number of companies in the area have become UM's partners in education, research, and outreach. Most recently UM has forged ties with startup companies in science, medicine, and the cyber industry.

The University of Montana has long been distinguished for outstanding academics and the accomplishments of its students and graduates. UM has had more students honored as Rhodes Scholars than any other university in the Rocky Mountain West and leads the nation in the development of Udall Scholars. Over the past three years, three UM students have been named Truman Scholars, and each year about 50% of UM Fulbright Fellow applicants are accepted into the program; compared to the national average acceptance rate of about 15%. Our pre-medical students have been accepted into medical, dental, and veterinary schools at rates much higher than the national averages and many of our bachelor's degree graduates are accepted into the very best graduate schools in the world. Many other students in fields such as music, journalism, business, alternative energy technologies, and the health professions win regional and national awards and/or score between 90-100% on field and licensure exams.

Grizzly Athletics is part of the fabric of UM and the state of Montana. Boasting perennial powerhouse programs in football and basketball, UM offers 15 NCAA sports, including women's softball as the newest addition. Washington Grizzly Stadium now leads the Football Championship Subdivision of Division I in attendance.

When a strategic plan was developed in 2010-2011, four overarching values were identified:

- **Leadership**—The University of Montana aims to produce graduates with leadership skills and potential, with anticipation that they 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.
- **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.
- **Diversity**—The University of Montana recognizes and embraces myriad differences in people, their lives, their learning, and their experience in building an engaging and informed learning environment. We recognize the need to focus special attention on members of groups who have historically been subject to discrimination and are still underrepresented in the campus community.
- **Sustainability**—The University of Montana models a pathway to economic, financial, environmental, and cultural sustainability in every aspect of mission fulfillment. Consistent with the broader concept of sustainability, the university's initiatives seek to enhance students' and employees' understanding of the interconnectedness of ecological, social, and economic issues.

Five strategic issues are the core of the University's Strategic Plan, UM 2020: Building a University for the Global Century. These issues are also the Core Themes recognized by the Northwest Commission on Colleges and Universities:

- **Partnering for Student Success**—The University of Montana is committed to helping students achieve their dreams and goals. It works with the PK-12 system, two-year and community colleges, and others to focus on student preparation for higher education. On campus, UM strives to provide a learning environment and a suite of student assistance functions to facilitate learning and goal achievement.
- **Education for the Global Century**—The University of Montana is committed to offering curricula and other learning experiences that are foundational for knowing and learning in the 21st century. UM offers unique educational experiences that integrate 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. The Global Leadership Initiative (GLI) is a unique program at UM that offers a cohort-based set of experiences that expose students to big issues, helps them develop leadership skills, ensures that they have out of classroom experiences that allow them to use their classroom and laboratory learning, and teaches them to work in interdisciplinary teams to propose solutions to society's important problems.

- Discovery and Creativity to Serve Montana and the World—Research and creative scholarship are hallmarks of the University of Montana and enable us to keep our educational programming on the leading edge. There are strong expectations for faculty to engage in high-level research and creative scholarship that results in publications, exhibitions, performances, and presentations that inform science, solve problems, enhance quality of life, and improve the human condition.
- Dynamic Learning Environment—The University of Montana is committed to offering the best learning environment that we can deliver. UM boasts one of the most attractive physical environments in the world, outstanding cultural activities, world-class athletic programs that have gained recognition through multiple Big Sky Conference championships and NCAA championships/tournament invitations, exceptional faculty and staff committed to education, research, and creative scholarship, and students who match the best in the world.
- Planning Assessment Continuum—This process is designed to facilitate desired outcomes, clarify the University’s vision and mission, and communicate and demonstrate to internal and external stakeholders that the university is making the best use of its 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, process improvements, work, action, and other vital contributions to the direction of the university. Important to the process are mechanisms that ensure transparency and meaningful, broad-based input and participation, including advisory committees, implementation teams, task forces, focus groups, and town hall discussions. These processes are integrated, transparent, and highly visible.

1.4 PEER INSTITUTIONS:

UM compares itself to state flagship universities in states with less than two million residents (Appendix A). These schools have similar missions and profiles. Data are collected that allow UM to compare tuition and fees, expenditures by category, student-faculty and faculty-staff ratios, and other institutional data. When appropriate, UM makes other comparisons using data from sources such as the Association of Public and Land Grant Universities (APLU), CUPA-HR salary studies, the Delaware Study (NSICP) of productivity, and professional association studies.

2. ACADEMIC PROFILE

2.1 ACADEMIC PROGRAMS:

Program Array: The University offers multiple degree programs:

- Certificate 34
- Associate 20
- Bachelor 67
- Master 58
- Doctoral 24

General Education Program:

UM's General Education Program comprises competency requirements in writing and mathematical literacy, which are included in the MUS core, and in a foreign language/symbolic system, which is not included in the MUS core. Requirements for foundational perspective courses in natural science, social science, history, cultural studies, communication/expressive arts, and humanities/literary and artistic studies are similar between UM and MUS with some differences in course groupings. UM further requires three credits in the Ethics and Human Values perspective. Additional UM requirements for (i) American and European Perspectives and (ii) Indigenous and Global Perspectives are usually met through specific courses that fill one of the six foundational perspectives.

Class Size and Student-Faculty Ratios:

Fall 2013

- Average Class Size:
 - Lower division: 31
 - Upper division: 23
 - Graduate: 14
- Undergraduate student to faculty ratio (excluding TAs): 17.7:1
- Undergraduate student to faculty ratio (including TAs): 13.4:1
- Average organized class sections per faculty FTE: 2.6

2.2 TECHNOLOGY AND INSTRUCTION:

UM offers 14 online degree programs (five masters, one A.A.S., two minors, five certificates, one endorsement) and over 200 unique online courses each semester. In fall 2014, UM is launching its first online undergraduate degree, a BA in Media Arts, as well as a new professional certificate in Network and Information Security (Cybersecurity). The number of blended courses has continued to grow, especially as faculty experiment with “flipping the classroom,” a process where lectures are recorded and made available online, freeing class time for more practical activities and personalized instruction. UM uses the same Learning Management System (Moodle) as Montana Tech, Helena College, UM-Western and the Montana Digital Academy. UM also has a robust web-conferencing platform integrated into the LMS to allow for live interaction among faculty and students.

2.3 ALTERNATIVE SCHEDULING:

While most scheduling follows a traditional university format, there are notable exceptions and many more are likely in the future as UM adapts course schedules to cater to new populations of learners and new learning styles. Many courses are now offered online supporting both synchronous and asynchronous learning. Some professional programs, such as those of the College of Education and Human Sciences, serve working populations in a weekend format. The School of Business Administration offers a traditional schedule four days per week, leaving the weekend open for executive education and special topics courses for regularly enrolled students. There are a number of workforce-related programs, especially at Missoula and Bitterroot colleges, that are non-credit and offered in a short course or shortened semester format. The TAACCCT grant has prompted both Missoula College and Bitterroot College to offer more non-traditional scheduling formats.

3. STUDENTS

3.1 STUDENT CHARACTERISTICS AND STUDENT SERVICES:

Appendix C1 presents a profile of UM students, predominantly Montana residents, with women in the majority, and with an average ACT score of 24 (Appendix C2). In 2013, almost 2,000 first-time freshmen, 860 undergraduate transfer students and 615 graduate students chose UM. UM provides a full complement of student services, including residence life, dining services, nearly 200 student clubs and organizations, advising, counseling, health services, recreation and intramural sports, lectures, cultural events, tutoring, financial aid, and work-study opportunities.

3.2 RETENTION AND GRADUATION RATES:

UM has implemented the strategic issue *Partnering for Student Success* with announced goals to raise retention and graduation rates to match those of the top quartile of public research institutions (see Appendix C3 for recent trends). The Office for Student Success works collaboratively with units across campus to develop and deliver programs that increase retention and shorten time to graduation. Before new students arrive on campus for orientation, faculty and staff advisors register students for the foundational courses in their majors through the Core-Course Registration Program. An Exploratory Studies Program (meta-majors) was developed to facilitate the major identification process for undecided students. A new, more flexible and responsive Early Alert System for early identification of, and outreach to, students experiencing academic difficulty is being piloted fall 2014. Operation Freshmen Recovery continues to provide support for students on Academic Probation after their first term of study and there are plans to offer a similar Operation Transfer Recovery program for our transfer population. All incoming students are encouraged to sign up for our Four Bear Graduation program, which helps students graduate in four years. Four Bear participants submit an updated graduation plan each semester and attend information sessions on career planning, financial education and academic enrichment opportunities.

3.3 STUDENT SATISFACTION AND STUDENT LEARNING:

In February 2013, first-year and senior students were invited to respond to the National Survey of Student Engagement. More than 1,000 UM undergraduates completed the survey, which found that:

- 82% of seniors would attend UM if they started over again
- 82% of seniors rated their educational experience as good or excellent

Last year, a record number of students participated in internships, study abroad, service learning, volunteer activities and research. Students enrolled in more than 9,336 credit-bearing academic enrichment activities: 5,992 internships; 362 study abroad experiences; 33 national student exchanges; 2,729 service learning and volunteer activities; 220 undergraduate research and creative scholarship projects. Montana's student-athletes spent more than 2,190 hours participating in community service events and projects during the 2013-14 academic year.

Assessment of student learning is an ongoing process of the highest priority at UM. Each department or program submits a biennial report of their assessment of learning outcomes. These reports are evaluated by the Assessment Advisory Committee, which provides feedback both to the programs and to the University's Assessment and Accreditation Committee.

Additionally, the Faculty Senate approved a new University-wide Writing Assessment process in fall 2013 to help improve students' writing. Rather than requiring individual students to take the Writing Proficiency Assessment, writing course instructors now review a cross-campus sample of students' writing to discuss common strengths and areas needing improvement. At a Writing Retreat in April 2014, more than 40 faculty and instructors participated in the scoring of students' essays. Of the papers drawn from lower-division writing courses, 7% were scored as novice, 50% as nearly proficient, 39% proficient, and 5% advanced.

3.4 ENROLLMENT, TRENDS, PROJECTIONS, AND CHALLENGES:

Enrollment has declined, with a total decrease in headcount of 1,117 from 2010 to 2013. This drop is attributed to smaller entering freshmen classes and fewer new transfer students. The projection for fall 2014 total enrollment suggests a possible end to that decline, reflecting the increased investment that UM has made over the last three years in financial aid and improved recruiting strategies.

After a peak in 2011, Missoula College enrollment has returned to pre-recession levels. The composition of enrollment has shifted; in fall 2013 nearly 17% of enrollment at Missoula College were high school students in dual enrollment courses; in fall 2010 that number was 5%.

A Montana enrollment challenge faced by all Montana institutions is also faced by UM. For several years there has been a steadily declining number of Montana high school graduates. The decline is projected to reach its lowest level in 2015 and then switch to a period of modest growth. It will be several years until the number of high school graduates returns to the previous level. Another challenge is the need to increase the proportion of Montana residents with a higher education credential, to increase the proportion of high school graduates attending college and to increase participation by non-traditional students, especially those with some college experience, but no credential.

In the past year, the University has made a number of important changes to grow enrollment, including a revamped marketing program, increased recruiting efforts aimed at both traditional students and other populations, energetic outreach activities, and a "customer-oriented" approach to student services.

3.5 STUDENT FINANCES:

UM's tuition, fees, room, board, and book allowance cost an average of \$15,000 per year for a resident undergraduate student, and \$31,500 per year for a nonresident undergraduate student. Though a UM education is still affordable for most resident students, non-residents from lower socio-economic classes continue to struggle to afford UM because of ever-rising tuition and subsistence rates and low grant assistance. In recognition of this disparity, UM has begun to increase institutional funding to non-resident students. The UM Foundation now places a greater emphasis on raising funds that can be used for recruitment scholarships and need grants. The average debt of UM students who take out a loan and earn a bachelor's degree has risen to \$26,000. Despite the aversion of some families to incur debt, a significant rate of return supports investment in higher education.

4. PUBLIC OUTREACH, RESEARCH, & TECHNOLOGY TRANSFER

4.1 OUTREACH PROGRAMS:

Some examples of UM Outreach programs are the following:

- The Montana Repertory Theatre's Educational Outreach program, UM student music ensembles, and MODE and Co-Motion Dance programs conduct educational outreach to more than 17,500 public and private school K-12 students in communities all over Montana and the Northwest.
- UM's SpectrUM science museum moved to a downtown location that provides greater visibility and accessibility and attracts large numbers of children. In addition, since the launch of its mobile program in 2006, the SpectrUM Discovery Area has brought educators, exhibitions, and programs to 65 different schools in 26 Montana counties, including seven Montana Indian Reservations. The mobile science programs have served over 40,879 people, of whom over 30% are Native American and 75% live in rural communities.
- Foreign Languages and Literatures Days brings approximately 400 high school students from throughout Montana to campus to learn about UM's foreign language programs.
- The UM VETS Office partners with multiple community organizations to connect veterans to resources, inform them of VA benefits, screen them for physical and mental health issues and help prevent homelessness, depression, and suicide.
- Researchers from the Bureau of Business and Economic Research regularly testify at legislative hearings and make presentations around the state about the state's economic outlook and issues including energy policy, health care, and factors that affect Montana industries such as wood products and manufacturing.
- The MonTECH program of the Rural Institute provided community training to 561 people, 20% of who were adults with disabilities in 2013. MonTECH provided 101 device demonstrations and gave 337 Montanans the opportunity to try expensive assistive technology before making costly purchases through a device loan program.
- The Mansfield Library's Library Instruction Program hosted groups from all high schools in western Montana. Students visit the library as part of an integrated research field trip day.
- Native American middle school science camps funded by Montana GEAR UP have taken place in Harlem, Hardin and Lame Deer.
- The Mansfield Center's Confucius Institute sponsors Mandarin instruction at Missoula-based high schools and middle schools as well as Chinese cultural programs at elementary schools around Western Montana. It also provides online teaching for rural school students interested in learning Chinese.

4.2 FUNDED RESEARCH PROGRAM PROFILE:

UM has significantly enhanced its research and creative scholarship profile over the last 20 years, with substantial investment coming from sources other than state appropriations. Expenditures from extramural grants and contracts grew from \$7 million in FY90 to \$68 million in FY09 – an annual growth rate of roughly 8 percent – largely due to institutional investments in recruitment and start-up support for new faculty. Federal support of sponsored research at UM, and indeed most U.S. research universities, has declined over the past several years. The decline has been less severe at UM relative to most universities due to diversification of sponsor support and increased private foundation and business funding. Research expenditures reached a low of \$59.3M in

FY213 but increased by nearly \$1 million in FY14. Recently announced large research awards project a continued growth in research expenditures. One of the outputs of faculty-based research, the number of scholarly peer-reviewed publications, has continued to increase. In addition, the quality and importance of the research has become even more impressive. The Center for World University Rankings recently ranked the University of Montana in the top 2.8 percent of more than 22,000 degree-granting institutions of higher education worldwide. The ranking includes quality of faculty, publications, influence, citations, broad impact and patents. Also, the Shanghai World University Rankings 2014, which are based on research, impact of faculty publications and service, placed UM in the top 500 world research universities. Recently Reuters identified three UM professors in their listing of the world's most influential scientists, the only Montana scientists so recognized. Importantly, many of the University's top researchers also rank among the best teachers and win awards for teaching in addition to being recognized for their research.

4.3 INVENTIONS, PATENTS, AND SPIN-OFF COMPANIES:

UM's role in local, regional and state economic development efforts has grown significantly during the past five years, as evidenced by the following advances since FY10:

- UM start-up Rivertop Renewables raised \$26.5M in private capital and is now poised to create 40 Montana jobs by 2015, many making two to three times the average state wage. Rivertop Renewables is located in MonTEC, a university-operated business incubator that provides an entrepreneurial environment, including space, services and support for growth-oriented enterprises.
- Over 100 new inventions and ideas were captured by the technology transfer office with nearly 80% still in some form of active assessment or advancement. (From 1980 to 2008, the University recorded 93 total inventions.)
- With a grant from the Blackstone Charitable Foundation, in 2014 UM began a new partnership with MSU, Headwaters RC&D and the University of Miami to establish a LaunchPad program that encourages and supports entrepreneurship by UM students and alumni. In the first nine weeks of the UM program, 79 participants (55 students, 24 alumni) registered and submitted 40 new ventures.
- Nearly 75 new patent applications have been filed and more than 10 patents issued, bringing the University's current intellectual property portfolio over the 100 mark for pending and issued patents.
- Technology highlights include: a physiological strain monitor with the potential to reduce human heat-related illnesses and death; a portable aquatic cervical traction device for improved treatment of pathological neck injuries; a new topical ointment for treating dermatitis without traditional treatment side effects; novel silica composites with an increased efficiency at removing arsenic from surface water sources; and many others.
- UM's Start-up Sunburst Sensor has a \$2.5 million contract under the Ocean Observatories Initiative for more than 100 oceanic instruments originally patented by the University.
- \$3.5 million in funding (combined private investment and research dollars) has been pledged toward the advancement of a UM patented stroke treatment poised to increase the initial treatment window for stroke victims from three to twelve hours.
- Over \$1 million in private sales have been generated by a resin technology owned by the University.

4.4 COMMUNITY ENGAGEMENT:

UM provides many community engagement activities with the following representing some of the highlights:

- More than 42,000 people attend theater, music, dance, art, and media arts performances, exhibitions, and screenings on the UM campus annually.
- 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.
- UM Grizzly athletic events remain the state's most attended and highest grossing entertainment events each year. On game day, the Grizzly football team attracts the largest crowds in the history of the state with about 26,000 fans in attendance. Other sports such as basketball, soccer and volleyball also attract large numbers of Montanans.
- The Montana Museum of Art and Culture's galleries draw visitors regionally and internationally to enjoy exhibitions based on UM's 11,000 works within the Permanent Collection and important national traveling exhibitions. In FY14 the museum had 14,000 visitors in the galleries; thousands more viewed the national traveling exhibitions.
- The Blue Mountain Observatory offers free public observing nights where faculty and staff from UM's department of Physics & Astronomy share their knowledge with members of the community gathered to view planets, nebulae and distant galaxies.
- The spectrUM Discovery Area promotes a culture of science learning and discovery for over 50,000 Montanans annually from its locations on campus and in downtown Missoula.
- Over 1.5 million people visit the University Center each year to access convenient services, participate in programs and attend events. Last year, 7,561 people attended UC Weekend Movies; 2,641 attended UC Gallery Exhibits; 1,233 attended the Tunnel of Oppression; and 958 participated in the Day of Dialogue (now DiverseU).
- UM hosts the Model United Nations event each year for high schools throughout the state of Montana. This annual event occurs in November; approximately 500 students participate.
- Bitterroot College partners with the Ravalli County Economic Development Authority to develop and offer entrepreneurship and small business classes and workshops.
- An active Alumni Lecture Series, the Presidential Lecture Series, and the Provost's Distinguished Faculty Lecture Series together bring hundreds of Missoula-area citizens to campus annually.

4.5 SPECIAL RECOGNITION:

Recently, UM has received a number of marks of distinction:

- In 2013 UM was named one of America's 100 Best College Buys by Institutional Research and Evaluation Inc.
- National Jurist has recognized the UM School of Law as a Best Value Law School for the past two years.
- In 2014, for the fifth consecutive year, UM was included in the Princeton Review's Guide to 332 Green Colleges.
- UM is one of the nation's top 100 universities based on research, service and social mobility, according to Washington Monthly magazine, a nonprofit publication.
- UM's School of Journalism was named the ninth best journalism school in the country by NewsPro magazine and the Radio Television Digital News Association. UM students have

won many national Hearst Journalism Awards, ranking UM in the top 10 intercollegiate overall category for four out of the last five years.

- The Online College Database recently ranked UM 43rd on its “50 Colleges Advancing Women in STEM” list released in 2013. 56 percent of UM STEM students are women.
- UM ranked No. 12 on the Peace Corps’ 2013 Top Colleges list for medium-sized schools. Nearly 800 UM alumni have served as Peace Corps volunteers. Additionally, UM ranks No. 7 on the Peace Corps’ 2013 list of top Master’s International programs and was the first public university to offer certificates of preparation recognized by the Peace Corps.
- UM was named to the President’s Higher Education Community Service Honor Roll in 2009, 2010, 2012 and 2013, which is the highest national honor a college or university can receive for its commitment to volunteering, service learning and civic engagement.
- UM Dining received a gold medal in the 2013 Sustainability Awards from the National Association of College and University Food Services.
- UM was selected to receive a \$45 million cooperative agreement award from the U.S. Army Corps of Engineers in May 2014. The five-year research award is the largest in the history of UM. Under the agreement, UM will help the Corps study and solve environmental and cultural resource problems across the nation and will assist in implementing land and water ecological restoration, maintenance and training for optimal management of public resources.

4.6 PEER COMPARISONS:

UM appears annually in the third tier of the *U.S. News and World Report* ranking of national public research Universities. The *Princeton Review* annually ranks the University as one of the best 360 colleges and universities in the country. The *2014 Times World University Rankings* placed UM in the top 300 universities worldwide based on its global impact in teaching, research, knowledge transfer and international outlook. Various publications describe the campus as one of the most scenic in the world, and others provide accolades for its recreational setting and activities.

5. SYSTEM COLLABORATION

5.1 COLLABORATION WITH K-12 AND WORKFORCE TRAINING:

Administered by the Montana Digital Academy and funded by the Dennis and Phyllis Washington Foundation, the Montana EdReady program provides a personalized college math readiness application designed to help learners test their college readiness, see study options, and gain a personalized learning path to fill in knowledge gaps. This program significantly impacts the number of students who require remedial mathematics courses upon entering college and saves students and families thousands of dollars in tuition.

UM is an affiliate partner of the national program *Project Lead the Way*. This partnership designates UM’s support for science, technology, engineering, and math (STEM) education. It prepares students and teachers with the knowledge and skills they need to be successful in the global economy, while emphasizing the significant importance of STEM education for postsecondary education and careers. Through the Department of Curriculum and Instruction, K-5 teacher trainings will be provided to help local teachers engage and inspire a love of math and science in students at a young age.

Teacher Education Services and the Department of Educational Leadership faculty are working to evaluate the perception of the Montana Education Performance Appraisal System (E-PAS), a state model for the evaluation of teachers and administrators. Commissioned by the Office of Public Instruction, UM will help evaluate internal and external perceptions of the system and provide useable tools for school districts to pilot the state model or use a common framework to begin aligning local systems of evaluation to the state standards.

Across the Montana University System, UM has the largest participation in the Dual Credit program, which allows high school students to earn both high school and college credits. In 2013, over 450 students enrolled in UM's Dual Credit program.

Missoula College and Bitterroot College coordinate activities through the Big Sky Pathways grant, a college and career initiative that provides opportunities for students to seamlessly transfer from high school to college and careers. Activities include career cluster seminars involving school district teachers, college faculty, and business partners; professional development workshops to work on alignment of curriculum from high school to college that may lead to dual credit; parent/student information events about programs of study; and development and sustaining pathways agreements between school districts and college.

Missoula College, along with Bitterroot College, entered a consortium partnership in a statewide TAACCCT grant. The Tier One Welding Certificate is an industry recognized stackable credential leading either to placement in the work force or continuation to the welding program.

5.2 PROGRAM PARTNERSHIPS:

- Materials Science collaborative Ph.D. (with Montana Tech and MSU)
- Fish and Wildlife Biology Ph.D. (with MSU)
- Institute on Ecosystems (with MSU)
- Athletic Training M.A.T (with MSU-Billings)
- Surgical Technology A.A.S. (with City College at MSU-Billings; and Highlands College of Montana Tech)
- Energy Technology A.A.S. (with Dawson Community College and Flathead Valley Community College)
- Fire and Rescue A.A.S. (with Helena College UM)
- 2+2 Social Work B.S.W. (with FVCC)
- 2+2 Engineering B.S. (with Montana Tech and MSU)
- International Field Geosciences Joint B.S. (with University College Cork, Ireland)
- International Field Geosciences Dual B.S. (with Potsdam University Germany)
- Montana Medical Laboratory Science Training Program (with MSU and MSU-Billings)
- Blackfeet Language Instruction (with Blackfeet Community College)
- Teacher Prep (with Salish Kootenai College)
- Blackstone Launchpad (with MSU)

5.3 PARTICIPATION IN SYSTEM INITIATIVES:

- Common Course Numbering
- Performance Based Funding

- Prior Learning Assessment
- EPSCoR
- Financial Education
- Electronic Transcripts
- Developmental Education Reform

5.4 SUPPORT FOR CAMPUSES AFFILIATED WITH THE UNIVERSITY:

UM-Missoula is affiliated with Helena College, University of Montana, Montana Tech of the University of Montana, and The University of Montana-Western. Embedded within UM-Missoula are Missoula College and Bitterroot College (not an official college of UM-Missoula but a UM higher education delivery program in the Bitterroot Valley). UM provides extensive support for all these campuses in areas such as business and human resource services, library services, information technology, and institutional reporting.

5.5 SUPPORT/COLLABORATION WITH OTHER CAMPUSES (CCS, TRIBAL COLLEGES, OTHER):

UM-Missoula collaborates with other colleges and universities in Montana and beyond through partnership arrangements. Most notable in Montana are collaborations with tribal colleges, community colleges, and units of Montana State University. Through various research and educational endeavors, UM-Missoula partners with colleges and universities around the world. It has especially close ties to other universities through the Rocky Mountain Cooperative Ecosystem Studies Unit which it hosts (multiple federal agencies plus universities in Colorado, Utah, Wyoming, Idaho, Montana, Washington, and Alberta, Canada), the Minerva Project (linking UM-Missoula to Harvard, Penn State, the University of New South Wales in Australia, the Smithsonian Institute and Caltech), and other consortia linking UM to universities in countries such as South Africa, Namibia, Zambia, Germany, Ireland, Chile, Spain, and Italy.

UM has very close relationships with the Missoula County Public Schools and other school districts near Missoula. It has very close ties to many other school districts throughout Montana through dual credit and early college entrance programs and through the Montana Digital Academy, which it hosts.

APPENDICES

APPENDIX A: INSTITUTIONAL CHARACTERISTICS

A1: PEER INSTITUTIONS

Flagship universities in states with populations under 2,000,000

West Virginia University	University of Delaware
University of Nebraska	University of South Dakota
University of Idaho	University of Alaska Fairbanks
University of Hawaii at Manoa	University of North Dakota
University of Maine	University of Vermont
Montana State University—Bozeman	University of Wyoming
University of New Hampshire—Main Campus	

A2: OPERATING BUDGET

Expenditures per student

	FY10	FY11	FY12	FY13	FY14	Growth
Campus	Actual	Actual	Actual	Actual	Budgeted	Rate
UM-Missoula	\$10,526	\$10,564	\$10,929	\$11,937	\$12,996	5.4%
UM-MT Tech	\$10,994	\$11,055	\$11,432	\$11,563	\$12,178	2.6%
UM-Western	\$9,262	\$9,020	\$9,312	\$9,456	\$10,114	2.2%
UM-Helena College	\$6,371	\$6,024	\$6,328	\$7,473	\$7,570	4.4%

APPENDIX B: ACADEMIC PROFILE

B1: UNDERGRADUATE DEGREE RECIPIENTS BY COLLEGE, 2013-2014

School/College	Count	%
College of Humanities and Sciences	975	39%
College of Education and Human Sciences	194	8%
College of Forestry and Conservation	185	7%
College of Health Professions and Biomedical Sciences	75	3%
Missoula College	465	19%
College of Visual and Performing Arts	119	5%
School of Journalism	54	2%
School of Business Administration	423	17%
Interdisciplinary	2	0%
Total	2,492	100%

B2: GRADUATE DEGREE RECIPIENTS BY COLLEGE, 2013-2014

School/College	Count	%
College of Humanities and Sciences	201	24%
College of Education and Human Sciences	142	17%
College of Forestry and Conservation	30	4%
College of Health Professions and Biomedical Sciences	268	32%
College of Visual and Performing Arts	39	5%
School of Journalism	5	1%
School of Business Administration	71	8%
School of Law	85	10%
Interdisciplinary	5	1%
Total	846	100%

B3: FACULTY CHARACTERISTICS AND PRODUCTIVITY

		Headcount					
		Instructional Faculty			All Faculty		
<i>Counts exclude Contract Administrators and Library staff</i>		(Instr FTE > 0.00)			(Instructional and Other)		
<i>with Faculty rank, Postdocs, and Sabb repl</i>		FT	PT	Total	FT	PT	Total
University of Montana (total)							
1)	Total faculty	579	273	852	605	307	912
2)	Nonresident alien (international)	6	3	9	6	5	11
3)	Minorities	55	18	73	59	21	80
4)	Women	215	153	368	223	172	395
5)	Men	364	120	484	382	135	517
6)	Tenure status	579	273	852	605	307	912
6a)	Tenured (CT)	387	20	407	394	20	414
6b)	Tenure track (PT)	116	7	123	119	7	126
6c)	Nontenurable (NT)	76	246	322	92	280	372
7)	Rank	579	273	852	605	307	912
7a)	Professor	231	29	260	241	37	278
7b)	Associate Professor	165	8	173	171	11	182
7c)	Assistant Professor	88	51	139	98	64	162
7d)	Instructor / Educator (MC)	66	172	238	66	181	247

7e)	Lecturer		29	13	42		29	14	43
8)	Total full-time equivalent (FTE)		579	105	684		605	118	723
9)	Have doctorate, FP, or other terminal degree		462	113	575		486	135	621
9a)	Highest degree is Doctorate (PhD, EdD)		376	67	443		400	88	488
9b)	Highest degree is Juris Doctor (Doc-PP)		18	13	31		18	13	31
9c)	Highest degree is PharmD (Doc-PP)		12	0	12		12	0	12
9d)	Highest degree is other Doc-PP degree		15	3	18		15	3	18
9e)	Terminal master's or other terminal degree		41	30	71		41	31	72

The University of Montana-Missoula
Academic Unit Data - Fall 2013
Comparison to Fall 2011 NSICP Benchmarks (University of Delaware National Study of Instructional Cost and Productivity)

	Student Credit Hours per T/TT Faculty FTE		Student Credit Hours per All Faculty FTE		Organized Class Sections per Fac FTE		Direct Instructional Expenditures per FTE		Student FTE Taught per All Faculty FTE		Tenure/TT Faculty	Research Expend per T/TT Fac FTE	
	Unit	Benchmark	Unit	Benchmark	Unit	Benchmark	Unit	Benchmark	Unit	Benchmark	Percentage	Unit	Benchmark
	(Fall 13)	(Fall 11)	(Fall 13)	(Fall 11)	(Fall 13)	(Fall 11)	(Fall 13)	(Fall 11)	(Fall 13)	(Fall 11)	(Fall 13)	(FY 2013)	(FY 2012)
Arts & Sciences	196	208	209	244	1.9	2.1	5,785	6,019	14.1	16.5	61%	39,104	58,549
Business Administration	276	226	260	307	2.4	2.5	7,181	6,722	17.7	22.0	71%	26,193	6,996
Education and Human Sciences	159	131	199	154	4.2	2.6	5,476	6,969	13.9	13.2	70%	25,945	13,404
Visual and Performing Arts	152	133	172	165	3.9	2.5	6,690	8,565	11.6	11.5	70%	0	964
Forestry & Conservation	230	204	141	179	1.3	2.4	6,671	8,546	9.6	13.6	52%	538,142	204,515
Journalism	145	180	129	193	1.8	2.4	8,413	7,491	8.7	13.3	84%	0	1,415
Law	195	188	152	166	2.2	2.1	10,316	10,185	12.7	18.4	70%	2,561	7,701
Health Prof & Biomed Sci	148	154	139	170	2.3	1.9	12,005	8,397	10.6	14.2	74%	115,001	47,315
UM Average (excluding Msla Coll)	198	194	194	227	2.6	2.3	6,566	6,664	13.4	16.5	65%	57,331	55,239

B4: DOCTORAL PROGRAMS AT UM

University of Montana	
Ph.D.	Forest and Conservation Sciences
Ph.D.	Fish and Wildlife Biology
Ed.D.	Curriculum and Instruction
Ed.D.	Education Leadership
Ed.D.	Counselor Education
J.D.	Law
Ph.D.	Biomedical Sciences
Ph.D.	Cellular, Molecular and Microbial Biology
Ph.D.	Toxicology
Ph.D.	Organismal Biology & Ecology
Ph.D.	Neuroscience
Ph.D.	Biochemistry and Biophysics
Ph.D.	Mathematics
Ph.D.	Individual Interdisciplinary Studies
Ph.D.	Chemistry
Ph.D.	Medicinal Chemistry
Ph.D.	Geosciences
Ph.D.	Psychology
Ph.D.	Anthropology
Pharm.D.	Pharmacy
D.P.T.	Physical Therapy
Ph.D.	History
Ph.D.	Systems Ecology
Ph.D.	Materials Science

APPENDIX C: STUDENTS

C1: STUDENT BODY DESCRIPTION

Fall Semester 2013							
		Headcount	%			Headcount	%
Gender	Men	6,623	46%	Ethnicity	Caucasian	11,133	77%
	Women	7,902	54%		Minority	1,669	11%
Residency				Two or More Races	207	1%	
	Resident	10,733	74%	Other	3	0%	
	Nonresident	3,135	22%	Foreign	529	4%	
	WUE	657	5%	Not Reported	984	7%	
Academic level				Age	Less than 25	9,361	64%
	Missoula College	2,467	17%		Older than 25	5,164	36%
	Undergraduate	9,388	65%	Attendance			
	Post-Bacc	399	3%		Full Time	10,582	73%
Graduate	2,271	16%	Part Time	3,943	27%		

C2: FRESHMAN ACT SCORES

ACT Composite Scores		SAT Scores	Critical Reading	Math	Writing
30-36	9.0%	700-800	6.6%	2.7%	3.2%
24-29	39.1%	600-699	22.8%	20.5%	19.2%
18-23	45.1%	500-599	43.3%	44.5%	42.0%
12-17	6.7%	400-499	24.0%	27.9%	29.2%
6-11	0.1%	300-399	3.4%	3.9%	5.9%
Below 6	0.0%	200-299	0.0%	0.4%	0.4%

C3: RETENTION RATES AND GRADUATION RATES

First-time, Full-time Bachelor Degree Seeking Freshmen

	2009	2010	2011	2012	2013
Fall to Fall Retention Rate	73.7%	74.1%	72.9%	74.5%	73.4%
Six Year Graduation Rate	44.7%	43.9%	48.2%	48.9%	47.7%

C4: STUDENT FTE BY RESIDENCY AND LEVEL

	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Resident Total	10,161	10,546	10,218	9,640	9,028
Undergraduates	8,854	9,200	8,868	8,355	7,776
Graduates	1,307	1,346	1,350	1,285	1,252
Nonresident Total	3,185	3,371	3,425	3,190	3,183
Undergraduates	1,998	2,114	2,155	1,981	1,980
WUE	700	771	747	705	698
Graduates	487	486	523	504	505
Total FTE	13,346	13,917	13,643	12,830	12,211

C5: STUDENT HEADCOUNT BY NEW STUDENT STATUS

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
First-time Freshmen	2,376	2,578	2,574	2,213	2,308
New Transfer Students	963	920	899	792	860
First-time Graduate Student	566	576	606	640	614
First-time Nondegree	203	217	159	225	189
Total New Students	4,108	4,291	4,238	3,870	3,971

C6: DEGREE AWARDED BY TYPE

	2008-09	2009-10	2010-11	2011-12	2012-13
One Year Certificates (Missoula College)	85	84	97	72	117
Associate Degrees	247	270	290	337	348
Undergraduate Certificates	54	32	69	86	92
Bachelor's Degrees	1,821	1,876	1,986	1,893	1,912
Master's Degrees	499	450	453	466	499
Graduate Certificates	9	23	17	16	24
Doctoral Degrees	63	50	46	44	48
First Professional Degrees	170	217	256	277	293
First Professional Certificate	7	6	10	7	5
Total	2,955	3,008	3,224	3,198	3,338