

LEVEL II MEMORANDUM

DATE: September 29, 2017

TO: Chief Academic Officers, Montana University System

FROM: John Cech, Deputy Commissioner for Academic and Student Affairs

RE: November Level II Proposals

The campuses of the Montana University System have proposed new academic programs or changes under the Level II approval process authorized by the Montana Board of Regents. The Level II proposals are being sent to you for your review and approval. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. If you cannot resolve your concerns, raise them at the Chief Academic Officer's conference call November 1. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, November 3. If no concerns are received, OCHE will assume that the proposals have your approval.

Level II Items

The University of Montana Missoula:

- Request for approval of updated vision and core themes
[Item # 177-1001-R1117 | Attachment #1](#)
- Request for authorization to establish a Center for Translational Medicine
[Item # 177-1002-R1117 | Academic Proposal Request Form | Research Center and Institute Proposal Form](#)
- Request for authorization to retitle the School of Business Administration to the College of Business
[Item # 177-1003-R1117 | Academic Proposal Request Form](#)

November 16-17, 2017

177-1001-R1117

ITEM

Request for approval of updated vision and core themes – University of Montana-Missoula

THAT

The Board of Regents of Higher Education approves the University of Montana’s vision, and core themes.

EXPLANATION

The University of Montana developed five core themes through our process of creating a new strategic vision. This vision came out of an inclusive, transparent, and data-informed process that involved thousands of stakeholders at UM, in Missoula, and across Montana. These core themes will form the foundation of the University’s Year One report due to NWCCU in spring 2018 and are aligned with the MUS Strategic Plan.

University of Montana-Missoula Vision:

We are Montana:

Deeply rooted in place,

Committed to local community and global connection,

Open to new ways of thinking, learning, and engaging together,

Dedicated to work that matters for the people of Montana and beyond.

University of Montana-Missoula Mission:

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.

University of Montana Core Themes:

1. Engage Students Where they Are

- a. Enhance Professional Advising and Support Faculty-Student Mentoring
- b. Ensure Access through Flexibility: Reimagine When and Where Students Learn
- c. Strengthen Student Support that Sets us Apart

2. Invest in People

- a. Invest in Leadership
- b. Invest in Professional Development
- c. Invest in Relationships

3. Partner With Place

- a. Design Student Experiences that Engage and Promote our Setting
- b. Organize a Campus Hub for Community Partnership and Sustainable Solutions
- c. Value Diversity through Place-based Partnerships and Internationalization

- d. Foster a Neighborhood Alliance: Building a Bright Future for Missoula-UM
- 4. Reinvent the Heart of the Curriculum**
 - a. Reassert and Rebrand our Model of Education
 - b. Reimagine our Delivery of General Education
- 5. Foster Knowledge Creation and Innovation**
 - a. Sustain and Expand Research and Creative Scholarship in Support of Academic Excellence
 - b. Catalyze Innovation and Sustainable Economic Development through Entrepreneurship

University of Montana Principles:

- Innovation and Creativity
 - We create, assess, and adjust meaningfully
 - We address society's changing needs
 - We look forward while honoring the past
 - We reward entrepreneurship and experimentation
 - We take pride in our resourcefulness
- Openness
 - We guarantee access to opportunities
 - We foster transparency
 - We value, seek, and rely on diversity in all its forms
 - We work across boundaries, internally and externally
 - We maintain an open-minded approach
 - We work and learn collaboratively
- Impact
 - We transform lives and are transformed in return
 - We perform local, regional, and global work that matters
 - We represent a vibrant intellectual hub for knowledge creation and exchange
- Partnership
 - We respect people and place
 - We value teaching as a form of connection
 - We listen to and learn from others
 - We make wise decisions together
 - We partner across boundaries, internally and externally
 - We excel in place-based learning

Additional details can be found in UM's strategic vision: <http://www.umt.edu/strategy/strategic-vision/default.php>

ATTACHMENTS

University of Montana Strategic Vision

UM STRATEGIC VISION: CREATING CHANGE *Together*

UM STRATEGIC VISION 1.1

INTRODUCTION

Our Steadfast Commitment

A Critical Juncture

Looking Forward, Together

The Strategic Planning Process

Connections to the Montana University System Strategic Plan

Overview of Content

BEGINNING WITH OUR DESIRED FUTURE IN MIND

Mission

Vision

Principles



STRATEGIC OPPORTUNITIES

- **STRATEGIC OPPORTUNITY 1
ENGAGE STUDENTS WHERE THEY ARE**
 - Initiative 1:** Enhance Professional Advising and Support Faculty-Student Mentoring
 - Initiative 2:** Ensure Access through Flexibility: Reimagine When and Where Students Learn
 - Initiative 3:** Strengthen Student Support that Sets Us Apart

- **STRATEGIC OPPORTUNITY 2
INVEST IN PEOPLE**
 - Initiative 1:** Invest in Leadership
 - Initiative 2:** Invest in Professional Development
 - Initiative 3:** Invest in Relationships

- **STRATEGIC OPPORTUNITY 3
PARTNER WITH PLACE**
 - Initiative 1:** Design Student Experiences that Engage and Promote Our Setting
 - Initiative 2:** Organize a Campus Hub for Community Partnerships and Sustainable Solutions
 - Initiative 3:** Value Diversity through Place-based Partnerships and Internationalization
 - Initiative 4:** Foster a Neighborhood Alliance: Building a Bright Future for Missoula-UM

- **STRATEGIC OPPORTUNITY 4
REINVENT THE HEART OF THE CURRICULUM**
 - Initiative 1:** Reassert and Rebrand Our Model of Education
 - Initiative 2:** Reimagine Our Delivery of General Education

- **STRATEGIC OPPORTUNITY 5
FOSTER KNOWLEDGE CREATION AND INNOVATION**
 - Initiative 1:** Sustain and Expand Research and Creative Scholarship in Support of Academic Excellence
 - Initiative 2:** Catalyze Innovation and Economic Development through Entrepreneurship

NEXT STEPS

- Mechanisms for Implementation and Adjustment
- Forward Momentum

SPCC MEMBERS

OUR STEADFAST COMMITMENT

The University of Montana is a public research institution on the cusp of celebrating the 125th anniversary of its founding. Our distinguished history of excellent teaching, research, and public service represents higher education at its best: we improve the lives of not only our students but also our fellow local and global citizens. We advance knowledge, promote artistic creation, provide opportunity, and enrich our region's economic and cultural vitality. As Montana's intellectual, creative, and economic engine, we promote an educated citizenry for a rapidly changing world. In short, the University of Montana's value is in its steadfast commitment to our students and communities.

A CRITICAL JUNCTURE

The mark of a successful higher learning institution is not merely that it has existed for 125 years, but that it capitalizes on its rich history to imagine an even better future. Our fellow Montanans enacted a bold vision to build an exceptional institution. Their intellectual, cultural, and financial investments obligate us to look forward in a visionary way.

The University of Montana sits at a critical juncture. We face disruptions specific to our local context and challenges endemic to higher education institutions nationwide. At this juncture, we must move forward in an innovative, aspirational, and strategic manner. At the same time, we must recognize our immediate financial and structural constraints. Our strategic vision represents both a preferred future and a basic compass that will guide decision making in the coming years. Resource and planning environments will determine the initiatives we can implement in the short term, those we will pursue along an extended timeframe, and those we can collectively recalibrate over time.

Montanans take pride in their resourcefulness under constantly changing conditions. We have a responsibility to cultivate resourcefulness in our students and in our administrative and fiscal culture. Through careful coordination with other Montana University System (MUS) institutions and in alignment with the MUS Strategic Plan, we will pursue more efficient administrative and fiscal structures that epitomize the resourcefulness of the state we serve. The quality of our impact over the next decades depends on our willingness to take a reflective stance on and proactive approach to refining—and in some cases fundamentally transforming—our organizational structures and fiscal models.

LOOKING FORWARD, TOGETHER

The Strategic Planning Coordinating Council (SPCC) has studied our comprehensive institution as a single body rather than as a collection of discrete sectors or programs. **UM Strategic Vision: Creating Change Together** therefore approaches the University of Montana as a complex ecosystem whose purpose is greater than that of any part. This strategic vision serves as a foundational guide for purposeful, mission-aligned decision making across the institution.

While **UM Strategic Vision: Creating Change Together** maps a path forward, its content reflects an assumption of existing excellence and an abiding commitment to continued quality. As a forward-looking platform, this strategic vision does not suggest that we should ignore what we already do well but rather intends that we cultivate our strengths in ways that align our aspirations and opportunities. Our last strategic plan, **UM 2020**, helped guide significant progress in a number of areas and created promising conditions for the next iteration of our strategic plan. **UM Strategic Vision: Creating Change Together** honors that progress while looking toward new opportunity.

THE STRATEGIC PLANNING PROCESS

CONNECTIONS TO THE MONTANA UNIVERSITY SYSTEM STRATEGIC PLAN

This vision also reflects a new strategic thinking mindset. Strategic thinking does not end when campus adopts a new plan; rather, it persists through ongoing collaboration. The SPCC’s work therefore culminates in not just a plan but also a new way of working together on behalf of and with our stakeholders. For **UM Strategic Vision: Creating Change Together** to remain relevant and actionable, we must focus on our priorities yet flexibly respond to our evolving contexts through persistent self-reflection, attention to emerging conditions, honest assessments, and iterative adjustments. By design, this strategic platform requires continual action. The first expression of this ongoing collaboration will be the development of an operational plan.

During our many months of listening, the SPCC heard an emphatic call for a new way of working together. We understand this call as a desire—in our research, teaching, learning, and work—to partner across traditional internal and external boundaries. For this reason, **UM Strategic Vision: Creating Change Together** does not focus on particular units, programs, or departments. For these broad strategic directions to be tested, refined, realized and reaffirmed, we must develop new cooperative structures and a trusted data governance model that allow for integrated decision making and implementation.

The SPCC designed a collaborative process that would model this commitment to continual strategic thinking and adaptation to emergent ideas, conditions, and aspirations. While the SPCC faced time and capacity limitations, we rigorously upheld our commitment to be responsive to stakeholders, adaptive over time, and informed by listening.

We shaped our learning around a commitment to inclusivity, transparency, and data-informed inquiry. Although not exhaustive, we listened to well over a thousand people on campus, in Missoula, and across the state. We analyzed dozens of existing institutional documents to understand current initiatives. After six months of stakeholder engagement, we identified shared principles to guide our campus community’s behaviors and decisions, and we developed a set of strategic ideas for stakeholder consideration. This further engagement generated a prioritized set of focused strategic opportunities permeated by our principles. We listened carefully and broadly, and we are confident that what we heard helped to shape the strategic opportunities presented here. This deep engagement has been a cornerstone of our strategic thinking process and will be a necessary characteristic of our shared institutional culture moving forward. Connections to the Montana University System Strategic Plan

UM Strategic Vision: Creating Change Together reflects the broader MUS charge to “[maintain] the high quality of our institutions and the education provided to our students” as “the most important consideration of every goal and initiative.” Our strategic vision strongly supports the three core goals outlined in the 2016 version of the MUS Strategic Plan. In each section of this strategic vision, hyperlinks to the MUS Strategic Plan demonstrate vital connections to the primary goals that shape the MUS agenda:

- **MUS Goal #1: Access and Affordability**
This MUS goal guides us to “increase the overall educational attainment of Montanans through increased participation, retention and completion rates in the Montana University System.” Our leading Strategic Opportunity—“Engage Students Where They Are”—addresses this goal most explicitly. Through enhanced advising, flexible scheduling, and expanded online delivery, our strategic vision prioritizes accessible and affordable education for all Montana students.



**OVERVIEW
OF CONTENT**

- **MUS Goal #1: Workforce and Economic Development**
The second core MUS goal obligates us to “assist in the expansion and improvement of the state’s economy through the development of high value jobs and the diversification of the economic base.” Our strategic vision addresses this goal most directly in two of our Strategic Opportunities: “Partner with Place” and “Foster Knowledge Creation and Innovation.” Our strategic vision enacts our state’s commitment to workforce and economic development by cultivating our strengths in two-year education, building local partnerships with Missoula and the region, and continuing to conduct research that contributes substantially to the Montana economy.
- **MUS Goal #3: Efficiency and Effectiveness**
The third core MUS goal compels us to “improve institutional and system efficiency and effectiveness.” While this goal is reflected most clearly in two of our strategic opportunities—“Engage Students Where They Are” and “Invest in People”—our strategic vision as a whole advances a culture of efficiency and effectiveness. We enact this MUS goal through our stated commitment to resourcefulness: our future as an institution and the future of the MUS depend greatly on our ability to identify efficiencies and to promote administrative effectiveness on each of our campuses.

What follows is a roadmap that represents our collective aspirations. Our mission provides a framework for ongoing strategic thinking and decision making; our vision for the future sets an aspirational direction; our four principles provide a compass to guide our behaviors and choices; our five strategic opportunities set specific direction for continual prioritization and mission-aligned decision making. Honoring our strengths, these strategic opportunities represent promising areas for an exceptional, distinctive future.

Our new vision, principles, and strategic opportunities are actionable only if we—as individuals committed to a shared institutional vision—commit to strategic action. In both short term and long term planning, and in both budgetary and programmatic thinking, we must align our strategic processes, decisions, and outcomes with the initiatives outlined in this general platform for a sustainable future. To achieve this vision, we also must boldly reimagine how we operate fiscally and culturally.

BEGINNING
WITH OUR
DESIRED
FUTURE
IN MIND

Our mission statement provides a framework for ongoing strategic thinking. Our vision honors this mission, which grows out of the Montana University System’s mission to provide an effective system of higher education.

MISSION

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.

BEGINNING
WITH OUR
DESIRED
FUTURE
IN MIND

WE ARE MONTANA: Deeply rooted in place,
Committed to local community and global connection,
Open to new ways of thinking, learning, and engaging together,
Dedicated to work that matters for the people of Montana and beyond.



The following four principles grew out of the SPCC’s strategic thinking and will shape our campus-wide efforts to fulfill our vision. While our mission and vision provide a common direction, these principles serve as a compass that will orient our daily behaviors.

○ **INNOVATION AND CREATIVITY**

- We create, assess, and adjust meaningfully
- We address society’s changing needs
- We look forward while honoring the past
- We reward entrepreneurship and experimentation
- We take pride in our resourcefulness

● **OPENNESS**

- We guarantee access to opportunities
- We foster transparency
- We value, seek, and rely on diversity in all its forms
- We work across boundaries, internally and externally
- We maintain an open-minded approach
- We work and learn collaboratively

○ **IMPACT**

- We transform lives and are transformed in return
- We perform local, regional, and global work that matters
- We represent a vibrant intellectual hub for knowledge creation and exchange

● **PARTNERSHIP**

- We respect people and place
- We value teaching as a form of connection
- We listen to and learn from others
- We make wise decisions together
- We partner across boundaries, internally and externally
- We excel in place-based learning

BEGINNING WITH OUR DESIRED FUTURE IN MIND

STRATEGIC OPPORTUNITIES

We are uniquely positioned to fulfill our mission and vision through five areas of strategic focus. These interconnected opportunities represent potential points of distinction that will differentiate the University of Montana regionally and nationally.

Each strategic opportunity includes a set of initiatives, with each initiative supported by a set of tangible actions. Collaborative development, assessment, and iterative adjustment will characterize implementation of these initiatives.

● ENGAGE STUDENTS Where They Are

We firmly believe that quality education requires students-first, engaged, supportive relationships and structures. All undergraduate, graduate, and professional students should have access to first-rate programs, robust academic support services, and relevant professional development opportunities. We will flexibly respond to students' needs, aspirations, and potentials at all stages of their educational journeys because we understand that excellent student performance and increased participation, retention, and graduation rates are byproducts of high quality student experiences.

Integral to our promise for the future is a series of commitments to improve student access, support, and overall wellness. We will provide high-quality advising and faculty-student mentorship, flexible course delivery (MUS 1.6.1 and 1.6.2), accessible pipelines into two- and four-year education (MUS 1.4.1, 1.5.1, and 2.1.3), cross-disciplinary student support structures, and user-friendly student service pathways. We will commit to providing our students—full-time, part-time, residential, distance, transfer, undergraduate, graduate, professional, underrepresented, domestic, and international—accessible learning pathways that meet their needs and improve retention and graduation rates (MUS 1.1.1, 1.1.2, and 1.1.3).

Enhance Professional Advising and Support Faculty-Student Mentoring

- Ensure students receive first-rate, timely, and consistent advising by investing further in a holistic professional advising model. This model will provide more uniform coverage of professional advisors across academic units.
- Provide training opportunities and career ladder pathways for staff to become professional advisors.
- Move toward a professional advising model in the long term while continuing to improve current advising practices in the short term. Use the advising certificate opportunity to train staff and faculty as excellent advisors.
- Encourage faculty to more frequently integrate student mentoring with teaching and research as advising responsibilities shift to professional advisors.
- Develop clear incentives to promote high-quality professional advising and faculty-student mentoring.
- Invest in people who can implement new technologies that support student learning and retention (1.1.2).

2 INITIATIVE

Ensure Access through Flexibility: Reimagine When and Where Students Learn

- Increase our number of dual bachelors/masters degree programs (MUS 2.3.2).
- Invest in two-year education:
 - Promote two-year education as an affordable and accessible route to a college certificate or degree (MUS 1.5.1 and 2.1.3).
 - Develop flexible “return-to-learn” pathways that foster workforce development (MUS 2.1.1).
 - Define coordinated pathways from two-year campus programs to Mountain Campus four-year programs (MUS 3.3.1).
- Expand online and hybrid offerings, through faculty consultation, emphasizing areas of high student demand and enhancing educational access (MUS 1.6.1 and 1.6.2).
- Design a curriculum, through faculty consultation, that allows students to complete General Education Requirements online (MUS 1.6.1).
- Increase the number of fully online degree programs (MUS 1.6.2). Use a revenue sharing model to incentivize departments to develop online degree programs.
- Explore alternatives to our traditional academic sessions to provide scheduling flexibility and timely degree completion. Develop a residential-based, block system summer session to promote focused learning.

3 INITIATIVE

Strengthen Student Support that Sets Us Apart

- Perform a comprehensive student services assessment to understand students’ admissions-to-graduation experience and to identify potential obstacles. This comprehensive assessment will include a team of staff who shadow students as they navigate institutional systems. Use this assessment to recommend efficiencies and technologies that support self service (MUS 3.2).
- Implement programming that empowers students to achieve health around all aspects of wellness. Recognize the promotion of wellness as a campus-wide responsibility.
- Expand cross-disciplinary academic support systems that meet undergraduate student learning needs across students’ academic tenures. Tailor these support systems to our students’ differentiated needs (e.g., co-requisite learning models and individualized tutoring) (MUS 1.1.2).
- Support informed career decision making through career- and major-related experiences. For example, promote experiential learning, internship opportunities, career-related assessments, and four-year career development.
- Integrate library instruction across the curriculum to address undergraduate and graduate students’ changing needs and to develop an educated citizenry.
- Build a more robust support network for graduate and professional students to ensure a quality graduate experience (MUS 2.3.2).
 - Foster supportive faculty-student mentorship and research guidance.
 - Expand career support and professional development opportunities through Professional Preparation Workshops. Be responsive to varied career goals, recognizing that not all doctoral students pursue work in academic fields. Connect graduate students to career-related services, and provide opportunities for travel funding.
 - Expand opportunities for graduate and professional students to become better teachers, writers, researchers, innovators, and citizens.
- Establish a President’s Teaching Fellows program to recognize graduate students who commit to effective teaching. Award a Graduate Instructor Certificate as one indication of these students’ commitment to and proficiency in undergraduate teaching.

● INVEST in PEOPLE

We recognize our employees as our greatest strength. We will work to address financial, technological, and organizational challenges by supporting and expecting excellence in our employees and by building an organizational culture that reflects our core principles. To this end, we will invest in our employees' leadership abilities, professional development, and relationship building opportunities, aiming to become a "recognized institution" by the Chronicle's "Great Colleges to Work For Program." By investing in our people, we will promote an organizational culture that best supports students.

First, empowering people to do their best work requires that we support their leadership potential. Leaders operate in the best interest of those they serve and with clarity about the institution's larger mission, vision and principles. Every employee can and should exercise leadership behavior.

Second, empowering people to do their best work requires a commitment to continual professional development. Rather than viewing people as holders of jobs, we will care about the career path and development of every individual we hire. We will hire people who want to learn, we will expect them to pursue excellence through professional development opportunities, and we will support their growth.

Third, empowering people to do their best work requires that they collaborate with others who bolster their strengths, mitigate their weaknesses, and keep them accountable to the institution and the people they serve. Building an innovative and adaptive organization requires that we connect people to identify creative and efficient solutions, regardless of hierarchical reporting structures or funding sources (MUS 3.2).

Invest in Leadership

- Develop opportunities for employees and students to develop leadership abilities. Emphasize that effective leadership promotes an organizational culture that is creative, adaptive, learning-oriented, highly collaborative, and student-focused.
- Provide educational opportunities for all employees to learn how to manage projects, programs, and people.
- Expect employees in current leadership roles to participate in these educational opportunities, and encourage the development of future leaders.

2 INITIATIVE

Invest in Professional Development

- Expand and improve professional development programming:
 - Provide more integrated professional development opportunities, allowing for micro-credentialing of abilities.
 - Support faculty members to develop national and international standing in their fields and excellence in teaching.
 - Offer career planning for employees and succession planning guidance for units.
 - Facilitate mentor-mentee relationships.
- Improve employee orientation, and familiarize new employees with our mission, vision, principles, and expectations for collegial work across organizational boundaries.
- Pay all UM employees a living wage at a minimum. Work toward offering competitive wages and incentives for professional development as a way to recruit and retain talented employees.
- Offer flexible scheduling options to promote job satisfaction, support gender equity, increase productivity, reduce turnover, and attract employees without costing more money. This includes options for alternative work scheduling, remote work, compressed work schedules, job sharing, and reduced schedules.

3 INITIATIVE

Invest in Relationships

- Support internal connection and communication through interdisciplinary and cross-functional activities that elevate employees' understanding of our shared vision and that promote shared knowledge and effort (MUS 3.2).
- Support the successful Staff Ambassadors program to effectively expose employees to our vision, while connecting them to colleagues across the institution.
- Offer job-shadowing opportunities to employees who work in complementary or overlapping areas to increase understanding, appreciation, and networks of support across organizational boundaries.
- Encourage all employees to see themselves as educators and mentors in support of our students.

STRATEGIC OPPORTUNITY 3

PARTNER with PLACE

Our historic relationships with our natural and human settings differentiate our institution and foster globally relevant education and knowledge. We not only respect our spectacular natural setting and celebrate our expertise in environmental and ecological studies, but also stress the importance of collaborative partnerships that enact sustainable solutions for social and ecological challenges. These partnerships have led to our regional preeminence in the arts, business, health, law, medicine, and sustainability studies as well as to robust workforce development pathways (MUS 2.1.1).

As a premier partnership university, we will enhance our connection to place, bring cultural and economic value to our region, and develop in our students the ability to lead in an interconnected, global world. Partnering with place includes a promise to diversify our campus and integrate global perspectives that benefit students and the citizens of Montana. We will continue to support education and research abroad, and we will vigorously promote new efforts to internationalize our campus by attracting students, faculty, visiting scholars, and international events to Missoula from around the globe. By recognizing our setting as a magnet for international partners, we will enhance global perspectives on campus thereby maximizing the efficiency and impact of our efforts.

First, pursuing an unparalleled partnership with place offers students experiential learning opportunities that emphasize our exceptional urban, rural, and natural settings. Second, our commitment to place compels us to promote community and civic engagement, generate and make visible research and creative scholarship that benefit our region, and advance strong public-private partnerships (MUS 2.2.1). Third, we recognize that diversity, equity, and increased access enrich our communities and campus. We aim to be the first choice among all Montanans including underrepresented, marginalized, and historically vulnerable populations (MUS 1.1.1 and 1.4.1), and we commit to diversifying our student body, faculty, and staff by attracting people from across the globe. Finally, we will nurture a symbiotic relationship with the City of Missoula and Missoula County through collaborative and strategic long-range planning that fosters a mutually beneficial future for citizens (MUS 1.4.1, 1.5.1, 2.1.1, and 2.2.1).

Design Student Experiences that Engage and Promote Our Setting

- Develop curricula, internships, certifications, and micro-certifications that study the nature and sustainability of western Montana as a place.
- Support place-based collaborations with statewide land-management organizations, cultivating these relationships to situate research in Montana's human and ecological systems.
- Provide incentives for faculty who seek to connect students and Montana's environment.
- Publicize our place-based research and student engagement as points of distinction.
- Develop experiential learning opportunities that turn our communities into classrooms and that prepare our students to be engaged citizens committed to improving their future homes.

Organize a Campus Hub for Community Partnerships and Sustainable Solutions

- Become a dedicated community partner by establishing a coordinated system that brings the community, private sector, state, and two- and four-year campuses together through cross-disciplinary research and creative scholarship that directly address issues facing Missoulians and Montanans (MUS 2.2.1).
- Convene an advisory board to explore ways to better coordinate and make visible our existing place-based, interdisciplinary inquiry. Participants will include but not be limited to local community representatives, area Native American tribes, campus students, and faculty and staff.
- Develop partnerships that support Missoula County, the City of Missoula Mayor's Office, and the State of Montana. Integrate undergraduate and graduate students into this hub as an opportunity to engage in interdisciplinary, applied research (MUS 2.2.1).

Value Diversity through Place-based Partnerships and Internationalization

- Build a culture of inclusive excellence by actively seeking and valuing diversity in all forms, including but not limited to racial, ethnic, socioeconomic, ideological, sexual orientation, gender identity and, gender expression, ability, and other group-identity differences.
- Value diversity by partnering with and learning from and developing knowledge and best practices with tribal communities, colleges, and people, and by becoming a premier institution for Native American education, scholarship, and engagement (MUS 1.4.1 and 3.3.1).
 - Design place-based faculty, staff, and student semester abroad opportunities with our state's tribes.
- Continue to internationalize campus as a way to prepare our students to serve their local and global communities.
 - Invest in international recruitment efforts to bring fulltime international students to campus.
 - Promote intercultural interactions and competency among students, faculty, staff, and administrators.
 - Expand access to study and research abroad opportunities.
 - Promote scholarly work of global importance.
 - Expand the diversity recruitment funding pool to attract diverse faculty, staff, and administrators.
- Implement curricular development awards to recognize academic programs that adopt inclusive pedagogical approaches.
- Establish a position under the Office of the President to oversee coordinated cross-campus efforts to create an inclusive environment and to promote intercultural and intercommunity outreach. Ensure this person is afforded the power and resources to affect systemic change in support of a diverse and inclusive campus.

Foster a Neighborhood Alliance: Building a Bright Future for Missoula-UM

- Institute a joint Missoula-UM team to build on our long-standing symbiotic partnership. This team will develop a long-range plan for a shared and mutually beneficial City of Missoula, Missoula County, and UM future.
 - Plan for and respond to city-university growth, housing, transportation, K-12 education, and sustainability needs (MUS 1.4.1).
 - Boost city-focused innovation, economic development, and social mobility (MUS 2.2.1).
 - Turn our city and county into a classroom for students and the campus into a community hub for cultural and educational experiences.
 - Recommend and help to develop two- and four-year workforce education programs that address the needs of our community (MUS 1.5.1 and 2.1.1).
- Work with community partners to promote cradle-to-career support, to close persistent opportunity and achievement gaps for Missoula city-county's next generation, and to ensure college and career readiness. With these community partners, further an evidence-based, collective-impact approach to help the next generation of Missoulians thrive (MUS 1.4.1).
- Increase the number of employees who serve on Missoula boards and the number of employees and students who engage regularly in volunteer opportunities.

REINVENT
the HEART
of the
CURRICULUM

STRATEGIC OPPORTUNITY 4

INITIATIVE

At the University of Montana, we have long provided the state’s preeminent undergraduate academic experience rooted in the integrative tradition of a liberal education. Our position as the flagship liberal arts institution in Montana, our strengths in STEM fields, and our premier professional programs empower students to flourish professionally, intellectually, and civically in a free society. In every major in every School and College, we expose students to broad content knowledge while nurturing vital intellectual capacities: skillful communication, analytical and creative problem solving, critical thinking, and effective collaboration.

At this confluence of our existing strengths in undergraduate education, we will reimagine our model of general education to better use new strategies, new technologies, and new interdisciplinary emphases. A new, more integrated approach to delivering general education at UM will emphasize innovation, design, and interdisciplinary, cohort-based learning. This approach, designed and led by faculty, will distinguish the University of Montana as a national model of excellence in student-centered undergraduate education (MUS 1.1.1, 1.1.2, and 1.1.3).

Reassert and Rebrand our Model of Education

- Reassert and rebrand our educational model—through clear, consistent assertions—as one that cuts across all disciplines, colleges, and schools to prepare every graduate to excel in the areas of problem-solving, adaptability, communication, critical thinking, collaboration, creativity, and ethical reasoning. Tout this model of education as the one that best prepares all students, regardless of major, to be flexible leaders in a rapidly changing world.
- Ensure our rebranding effort moves beyond existing labels and debates surrounding institutional identity. This rebranding will emphasize our educational model as distinctive in our state and grounded in our commitments to place, diversity, professional programs, and research excellence.
- Make clear the value proposition of a University of Montana education in student recruitment, branding, legislative outreach, and donor cultivation. Emphasize the connections among career success, the core skills we develop in our students, and the academic strength of our programs in the humanities, social sciences, arts, STEM, and professional areas.

Reimagine our Delivery of General Education

- Develop a more streamlined, integrated approach to general education to initially exist as an alternative to our current general education model. Design this new approach through faculty direction and in partnership with shared governance bodies. Delivery of this new approach to general education will include the following:

The Shared Academic Experience: The PAC4E Curriculum

- Design a sequence of interdisciplinary, team-taught courses that emphasize transferable skills and a set of core competencies: problem solving, adaptability, communication, critical thinking, collaboration, creativity, and ethical reasoning (PAC4E).
- Create the PAC4E curriculum as a cohort-based experience, with each cohort following a structured course sequence.
- Ensure broad exposure to multiple disciplines through interdisciplinary, team-taught courses.
- Integrate global perspectives into the PAC4E curriculum.
- Design the PAC4E curriculum to ensure students in all majors are able to complete the sequence without a burdensome increase in first-year credit hours.
- Incorporate the PAC4E curriculum into two-year campus programs, recognizing the need for greater connection between our four- and two-year curricula (MUS 3.3.1).
- Engage in faculty-led assessment of the PAC4E curriculum to determine its impact, effectiveness, need for adjustment, and potential for widespread adoption as a shared academic experience for all students.

The Online Academic Portfolio

- Provide students with the opportunity to develop an online academic portfolio. Students will collaborate with faculty from departments across campus to curate this portfolio that—in a distinctive way—demonstrates broad content knowledge, core competencies, and the importance of these competencies to their fields and professional goals.

The Integrated Capstone Academic Experience: The VIP

- Design a Vertical Integrated Project (VIP) model to connect advanced undergraduate students from majors across campus with graduate students and PAC4E faculty. The VIP students will complete signature projects defined by their applied nature, experiential learning characteristics, and collaborative inquiry.
- Ensure that faculty participating in the PAC4E curriculum, the online portfolio mentorship, and the VIP model receive appropriate recognition through the merit, tenure, and promotion process, recognizing that excellence in teaching and mentoring is a distinctive quality of a UM education.
- Recognize that teacher-scholars embody the symbiotic nature of teaching and research.
- Treat this approach as an experimental effort based on integration of existing academic units. If successful, this approach will attract campus faculty who embody the teacher-scholar ideal, who pursue cross-disciplinary scholarship and engage in collaborative instruction, and who place innovation at the heart of their teaching. As the approach gains traction, faculty and students will engage the wider campus to explore the appropriate structural manifestation of the approach, be it an institute, center, degree program, or even a standalone college.

FOSTER KNOWLEDGE CREATION and INNOVATION

Research and artistic creation at the University of Montana embody our commitment to knowledge creation, creative activity, and innovation that matters: engaged research and creative scholarship are responsive, agile, innovative, and far-reaching. They improve our human and environmental systems, attract world-class scholars and artists to Montana, provide undergraduate students with experiential learning opportunities, and promote a mutually beneficial relationship between research and teaching. The broader impacts of this inquiry, creation, and ongoing discovery act as drivers of innovation, entrepreneurship, and public service both locally and globally. We are an epicenter for knowledge and art that stimulate our region's economic and cultural health. We will grow our research and creative enterprise, respond to identified needs, communicate widely the benefits of that research and creative activity, and engage faculty and programs to encourage innovation (MUS 2.2.1, 2.3.1, and 2.3.2).

Sustain and Expand Research and Creative Scholarship in Support of Academic Excellence

- Continue our commitment to achieving the Carnegie R1: Doctoral University – Highest Research Activity classification through the following actions:
 - Expand research activity and creative scholarship by adding academic programs in fields that have both significant external funding potential and high student demand (MUS 2.3.2).
 - Develop the number and quality of doctoral completers across the curriculum through internal and external funding of graduate students as well as through more robust academic support at the dissertation writing stage (MUS 2.3.1). Recognize that research excellence is not solely defined by success in securing external funding but also by thriving graduate programs.
 - Provide research mentoring, proposal development support, and other internal support mechanisms across disciplines.
 - Support library instruction and collections to meet undergraduate student, graduate student, and faculty research needs.
- Establish a clear and relational resource allocation system to ensure that as the research enterprise grows in externally-funded areas there are mechanisms that trigger a corresponding increase in the pool of internal grant money.
- Communicate the broader impact of UM research, and inspire Montana K-12 learners about the bright futures that await them in higher education and the workforce.

Catalyze Innovation and Sustainable Economic Development through Entrepreneurship

- Become a dynamic hub where research and development support entrepreneurship and drive a resilient regional economic ecosystem (MUS 2.2.1).
- Facilitate regular meetings with state and industry leaders to articulate our successes and initiatives; to identify local, statewide, and regional needs; and to promote sustainable economic development through research (MUS 2.2.1).
- Continue to develop an innovation pipeline that translates research and original ideas into start-up businesses and non-profits (MUS 2.2.1). Expand our ability to support existing local organizations and businesses as they work to become sustainable.
- Create a mechanism for businesses and organizations to give back in support of our on-campus entrepreneurial efforts.



MECHANISMS FOR IMPLEMENTATION AND ADJUSTMENT

UM Strategic Vision: Creating Change Together provides high-level direction by setting an ambitious vision expressed through five major areas of opportunity. For this vision and these strategic opportunities to become lived realities, we must translate them into actionable systems while recognizing that our budget environment will dictate timelines. This means that every sector, unit, and program must live a culture of strategic thinking, planning, and assessment while actively refining and amending the initiatives presented here.

In the near term, this strategic vision will orient our decisions. However, this strategic vision is not designed to address a single moment in time nor is it meant to be static. As a plan for the University of Montana's ongoing evolution, its initiatives will be achieved only through long-range thinking, adjustment, and operational planning. Over the next year, in connection with campus-wide restructuring and reorientation efforts, we will develop a flexible operational plan, try different approaches, assess what works and what does not work, and refine our overall path forward.

The operational plan will outline:

- A mechanism for long-term oversight of each strategic opportunity.
- A set of progress indicators that reflect a mixed methods approach to assessment.
- A procedure for unit-level planning and alignment to ensure our strategic vision informs planning and decision making.
- A reimagined system for mission- and vision-aligned budget allocation.
- A comprehensive assessment of current operational and fiscal structures to identify problems and potential solutions.
- A plan to align our fundraising efforts with our strategic initiatives.

FORWARD MOMENTUM

We have the capacity to realize this ambitious vision. Just as this plan represents an integrated perspective on the institution, our effort to bring about its vision will require cooperative structures, collaborative thinking, integrated decision making, and action.

The University of Montana is an exceptional institution whose promising future is one of agility and distinction. This strategic vision calls upon us to share the responsibility for creating change together.

UM
STRATEGIC
VISION:
CREATING CHANGE Together

umt.edu/strategy

SPCC MEMBERS

Brock Tessman, Chair
Dean, Davidson Honors College

Gordy Pace, Vice Chair
Director of IT Communications,
Information Technology

Kelly Webster, Vice Chair
Director, The Writing Center

Mary-Ann Bowman
Associate Professor,
School of Social Work

Elizabeth Dove
Professor, School of Art

Doug Emlen
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Division of Biological Sciences

Sam Forstag
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Jasmine Zink Laine
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Holly Truitt
Director, Broader Impacts Group

Scott Whittenburg
Vice President for Research
and Creative Scholarship;
Dean of the Graduate School



November 16-17, 2017

177-1002-R1117

ITEM

Request for authorization to establish a Center for Translational Medicine – University of Montana-Missoula

THAT

The University of Montana requests authorization from the Montana Board of Regents to establish the Center for Translational Medicine.

EXPLANATION

The Center will provide a centralized resource for consultation, education and advancement in all aspects of translational science (pre-clinical study design, medicinal chemistry, GLP/GMP scale-up and process chemistry, formulation development, assay qualification and validation, safety assessment), intellectual property (data integrity and management, patent strategy, portfolio review, market analysis), regulatory and pharmaceutical industry partnerships (licensing, partnerships, CRAs, spin-off companies).

The Center will promote the expansion of educational programs in translational medicine and career development opportunities in the healthcare and pharmaceutical industries.

The Center for Translational Medicine will be fully supported through grants, contracts, licensing or corporate partnerships brought into the MUS through Center's research and development activities.

ATTACHMENTS

- Academic Proposal Request Form
- Research Center and Institute Proposal Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 177-1002-R1117 Submission Month or Meeting: November 16-17, 2017

Institution: University of Montana CIP Code: NA

Program/Center/Institute Title: Center for Translational Medicine

Includes (please specify below): Online Offering _____ Options _____

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

 A. Level I:

Campus Approvals

- 1a. **Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)
- 1b. **Withdrawing a postsecondary educational program from moratorium**
- 2. **Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less**
- 3. **Establishing a B.A.S./A.A./A.S. area of study**
- 4. **Offering an existing postsecondary educational program via distance or online delivery**

OCHE Approvals

- 5. **Re-titling an existing postsecondary educational program**
- 6. **Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)
- 7. **Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)
- 8. **Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)
- 9. **Revising a postsecondary educational program** (Curriculum Proposal Form)
- 10. **Establishing a temporary C.A.S. or A.A.S. degree program** *Approval limited to 2 years*

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ACADEMIC PROPOSAL REQUEST FORM

X **B. Level II:**

_____ **1. Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)

_____ **2. Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*

X _____ **3. Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and Completed Intent to Plan Form, except when eliminating or consolidating)

_____ **4. Re-titling an academic, administrative, or research unit**

Proposal Summary [360 words maximum]

What

This is a proposal to establish a Center for Translational Medicine to coordinate a multidisciplinary research and educational interface in translational medicine. The Center will build a new community of faculty, staff, students and resources from various departments including Biomedical and Pharmaceutical Sciences, Chemistry & Biochemistry, Division of Biological Sciences, Mathematical Sciences, Computer Science and the School of Business Administration at the University of Montana. The Center will also seek to establish relationships with other Montana University System faculty and staff with an interest in translational medicine. The Center will provide a centralized resource for consultation, education and advancement in all aspects of translational science (pre-clinical study design, medicinal chemistry, GLP/GMP scale-up and process chemistry, formulation development, assay qualification and validation, safety assessment), intellectual property (data integrity and management, patent strategy, portfolio review, market analysis), regulatory and pharmaceutical industry partnerships (licensing, partnerships, CRAs, spin-off companies).

Why

The purpose of the Center for Translational Medicine at the University of Montana is to establish a cross-department and -college multi-disciplinary research center to assist faculty, staff and students in the translation of research ideas from bench to bedside. The Center will work across the Montana University System (MUS) to facilitate the ability of University researchers to better advance the clinical and/or commercial potential of their basic science discoveries. The Center will promote the expansion of educational programs in translational medicine and career development opportunities in the healthcare and pharmaceutical industries. The Center seeks to strengthen and expand entrepreneurial programs at the University and build a new community to meet challenges and adapt to the changing healthcare/biotech employment and research funding landscape. This new culture and community will prepare students for a career in the biotechnology or health care industry and open doors to new sources of revenue in support of translational research and education in the MUS.

Resources

The Center for Translational Medicine will be fully supported through grants, contracts, licensing or corporate partnerships brought into the MUS through Center's research and development activities. No state funds are requested.

Relationship to similar MUS programs

No similar MUS programs exist.

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RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

Research Centers and Institutes differ from one another in focus, scope, and staffing, but each contributes in unique ways to the common goals of expanding knowledge, generating new discoveries and/or having a positive impact on society through informing policy and systemic change. Communities of researchers and staff in Research Centers and Institutes provide a stimulating environment that encourages early researchers and challenges experienced researchers. Research Centers and Institutes also contribute to the education and training of the researchers of the future by serving as learning environments for students. Interdisciplinary collaboration is promoted by Research Centers and Institutes both within the Institution and among MUS Institutions. Research Centers and Institutes do not provide didactic coursework, confer academic degrees or academic certificates or require accreditation by external accrediting bodies. Research Centers and Institutes frequently provide a portal for obtaining external funding in response to federal and/or state research priorities. As such, apparent duplication of mission between MUS research centers and institutes is not generally problematic as with academic programs due to the different sources of funding.

1. State the proposed Institute/Center's name and purpose.

Center for Translational Medicine will foster and develop an interactive and dynamic research community at UM and across the MUS focused on the translation of research ideas from bench to bedside.

2. A comprehensive statement of the Institute/Center's mission and its relationship to the University mission.

A. State the Institute/Center's mission.

The mission of the Center for Translational Medicine is to establish a cross-department and -college multi-disciplinary research center to assist faculty, staff and students in the translation of research ideas from bench to bedside. In this respect, translational research provides an avenue through which basic science discoveries in the biomedical sciences can be "translated" into applicable therapeutics, diagnostics, and/or processes that directly impact health care. In many instances the products/intellectual property of translational research can also be commercialized to the benefit of the University and the regional economy. The Center will work across the Montana University System (MUS) to facilitate the ability of University researchers to better advance the clinical and/or commercial potential of their basic science discoveries. The Center will promote the expansion of educational programs in translational medicine and career development opportunities in the healthcare and pharmaceutical industries. The Center seeks to strengthen and expand entrepreneurial programs at the University and build a new community to meet challenges and adapt to the changing healthcare/biotech employment and research funding landscape. This new culture and community will prepare students for a career in the biotechnology or health care industry and open doors to new sources of revenue in support of translational research and education in the MUS.

B. Identify the Institute/Center's goals and objectives.

The objective of the new Center for Translational Medicine is to coordinate a multidisciplinary research and educational interface in translational medicine through the following actions:

1. Bring together key faculty and resources in translational medicine from various departments and colleges including Biomedical and Pharmaceutical Sciences, Chemistry & Biochemistry, Division of Biological Sciences, Mathematical Sciences, Computer Science and the School of Business Administration. Once this program is established at the University of Montana it will be expanded to include interested faculty, staff and students from across the entire MUS

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- system.
2. Work with colleges, programs and departments to improve and expand undergraduate and graduate student course curriculum to prepare students for a careers in the biotechnology and pharmaceutical industry.
 3. Work with existing Centers and Institutes to promote and support core laboratory facilities, access to new technologies and expand resources available for students, staff and faculty.
 4. Support the recruitment of new faculty in the Biomedical Sciences through the expansion of Medicinal Chemistry, Natural Products & Integrated Medicine, Pharmaceutical Sciences, Medical Devices, Drug Formulation & Delivery and Neglected/Orphan Diseases research programs.
 5. Provide a centralized resource for all aspects of translational science (pre-clinical study design, GLP/GMP scale-up, process chemistry, formulation development, assay qualification and validation, quality control, safety assessment), intellectual property (data integrity and management, patent strategy, portfolio review, market analysis) and regulatory filings (IND applications).
 6. Expand funding opportunities through state and federal program grants/contracts, private foundation support, pharmaceutical industry partnership agreements and intellectual property licensing.
 7. Support undergraduate and graduate research programs through travel grants, research support and cross-college and –department external funding opportunities (training grants, private foundation support, biotech/pharma partnerships, etc).
 8. Assist faculty, staff, students and the Office of Technology Transfer with intellectual property reviews, patent filings and licensing/partnership negotiations.
 9. Coordinate activities with and serve as a conduit for interactions with the Office of Technology Transfer, Montana World Trade Center, Blackstone Launchpad and Pharmaceutical Industry Partners.

C. What specific need is being responded to in developing the proposed Institute/Center?

“Biotechnology is one of the fastest growing sectors, not only in Montana, but across the world,” U.S. Senator Jon Tester (D-MT) (<http://www.krtv.com/story/31752813>). Translational research focused on the prevention, treatment and/or diagnosis of diseases represents a major biotechnology sector. As of 2014, there were more than 354 biotechnology businesses across Montana with more than 2,500 employees (<http://www.montanabio.org>). The effect of the biotechnology sector on Montana’s economy is important considering that the average bioscience wage is \$20,000 higher than the average private sector wage in Montana. However, the vast majority of new hires in the biotechnology industry are from outside the state of Montana due to a lack of appropriately trained students for the workforce demands in this sector. Research and education in Translational Medicine at the University of Montana is spread across three different colleges (College of Humanities and Sciences, College of Health Professionals and Biomedical Sciences and the School of Business Administration) and a multitude of undergraduate and graduate degree programs. While each of these academic programs has merit as a stand-alone academic unit, a coordinated multi-disciplinary center will assist the faculty, staff and students in bridging these valuable education programs, expanding research platforms, training staff and students for a career in the biotechnology or pharmaceutical industry, and promoting entrepreneurship through public/private partnerships. The Center for Translational Medicine will be a research, business and educational interface providing faculty, staff and students a conduit for new educational and funding opportunities in translational medicine. The center is not proposing to start a new academic program but instead will coordinate

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with existing colleges and departments to improve course curriculum, expand undergraduate research opportunities, strengthen graduate research programs and develop a new translational medicine community as part of the MUS. This new community will expand workforce development and training for careers in the biotechnology and pharmaceutical sectors and promote long-term growth of the Biotechnology sector in Montana.

D. Describe how the Institute/Center benefits the department, college, or institution.

The coordination and expansion of research and educational opportunities in translational medicine at the University of Montana aligns with the MUS Research Initiative to leverage university-based research to strategic advancements for Montana's economy. The new educational interface and research community focused on translational medicine will establish new collaborative research opportunities and increase research funding through competitive grant applications, pharmaceutical industry partnerships, foundation support and increased licensing revenue whereby supporting multiple departments, colleges and institutions across the MUS. Protecting, promoting and licensing university research based intellectual property and technology advancements will serve to diversify MUS funding and establish new business opportunities for continued growth of Montana's biotechnology sector. Expanded educational opportunities in translational medicine will prepare students for a career in biotechnology industry, fill a current gap in Montana's workforce development, and provide expanded opportunities for recruitment of new students.

E. Describe the Institute/Center's relationship to the University mission.

The proposed center supports the University of Montana's mission and strategic plan by improving the quality of curriculum and instruction, student performance and faculty professional accomplishments. The center also provides an avenue to expand basic and applied research programs in translational medicine, forge new public/private partnerships and meet the workforce demands of the growing biotechnology sector in Montana.

The strategic directions for the center are aligned with the University of Montana 2020 Strategic Plan of Building a University for the Global Century. The center will contribute to academic programs at the University and advance the underlying values of leadership, engagement, diversity and sustainability as part of a new community at the University of Montana focused on Translational Medicine.

- Partnering for Student Success/Dynamic Learning Environment
 - Enable and empower faculty with the tools and information necessary to support a strong culture of academic excellence in translational medicine.
 - The center will actively seek external funding to support active learning and student undergraduate research experiences to provide undergraduates with the skills necessary to succeed in the biotechnology or health care industry.
 - Improve graduate student recruitment and sustainability through cross-department coordination and securing programmatic training grants in translational medicine.
 - Work with ORSP to secure private foundations and corporate partnerships to enhance student research participation through internships and research initiatives.

- Education for the Global Century
 - Establish Center-funded travel grant program for students and postdocs to present research at local, national and international scientific meetings.
 - Strengthen foundational academic programs in translational medicine to prepare

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students for a career in the biotechnology, pharmaceutical or health care industry.

- Discovery and Creativity to Serve Montana and the World
 - Enhance contributions by faculty and students through research by coordination of multidisciplinary resources to facilitate increased output and efficiency
 - Advance today's discoveries to create tomorrow's products
 - Encourage and foster an interdisciplinary research culture through cross-departmental funding applications and pharmaceutical partnership agreements.
 - Establish pilot grant program to develop new collaborative research opportunities.

3. Briefly describe the Institute/Center's anticipated activities.

Center activities will be aligned with the objectives/actions outlined above and will include one or more of the following:

- a) Work across departments and with individual educators to expand curriculum to include modules and instruction in all aspects of translational medicine.
- b) Faculty, staff and student workshops and training in data integrity and management, licensing, technology transfer and intellectual property protections.
- c) Faculty, staff and student workshops and training in GLP/GMP process and scale-up.
- d) Coordination and administration of NIH program, center and training grants.
- e) Financial support for student (undergraduate and graduate) educational opportunities in translational medicine.
 - i. Graduate student summer support
 - ii. Undergraduate research grants
 - iii. Facilitate undergraduate/graduate student internship opportunities with industry partners
 - iv. Pilot project grants for students
 - v. Student travel grants
- f) Administer pilot project grants to support new investigators or to develop new collaborative research opportunities.
- g) Assist faculty and staff with patent and technology reviews.
- h) Consultation for Pharmaceutical/Biotech research partnerships and licensing.
- i) Work in collaboration with the Office of Technology Transfer to develop a new strategy for worldwide (major markets) patent filing, review and maintenance to protect University intellectual property rights and return on investment.
- j) Establish and maintain a web site for the Center for Translational Medicine.

A. Identify faculty expertise available for participation in the Institute/Center's activities.

The Center will initially include faculty from the Division of Biological Sciences, Department of Biomedical and Pharmaceutical Sciences, Department Chemistry and Biochemistry, Department of Mathematical Sciences and the School of Business Administration. Disciplines represented by the Center include medicinal, analytical and process chemistry, formulation science, immunology, biostatistics, molecular biology, pharmacogenomics, pharmaceutical sciences, toxicology, preclinical development, GLP/GMP process as well as business and project management. The center will seek to include faculty affiliates from throughout the MUS with an interest in translational medicine. The center will foster a collaborative environment and outreach for both faculty and students interested in developing research concepts into a clinical research programs or partnerships.

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The new center is being created in association with the transfer of \$16M in NIH Contracts and \$4-6M in research equipment from GlaxoSmithKline Vaccines (Hamilton, MT) to the University of Montana. Along with this transfer 5 new UM faculty were recruited from GSK Vaccines with over 70 years of combined biotech and pharmaceutical industry experience. In addition, faculty from across campus were recruited to the center with broad ranging expertise in all aspects of translational medicine.

Center for Translational Medicine founding research faculty and affiliations:

Name	Title	Department/Program
Howard Beall	Professor, Associate Dean	BMED, CEHS
Celine Beamer	Research Assistant Professor	BMED, CEHS, CBSD
Richard Bridges	Regents Professor	BMED, CFSN
David Burkhart	Research Professor	BMED
Helene Bazin-Lee	Research Professor	BMED
Philippe Diaz	Associate Professor	BMED
Jay Evans	Research Professor, Director CTM	DBS, CMMB
Kasper Hansen	Assistant Professor	BMED, CBSD, CSFN
Andrij Holian	Professor, Director CEHS	BMED, CEHS
Travis Hughes	Assistant Professor	BMED
Zeina Jaffar	Research Assistant Professor	BMED, CEHS
Michael Kavanaugh	Professor, Director CFSN	BMED, CSFN
Rustem Medora	Emeritus Professor	BMED
Laurie Minns	Lecturer	DBS, CMMB
Nigel Priestley	Professor	Chemistry and Biochemistry
Kevan Roberts	Associate Professor	BMED, CEHS
Kendal Ryter	Research Associate Professor	Chemistry and Biochemistry
Monica Serban	Assistant Professor	BMED
David Shepherd	Professor	BMED, CMMB
Ekaterina Smirnova	Assistant Professor	Mathematics, Biostatistics
Alyson Smith	Research Assistant Professor	DBS, CMMB
Robert Smith	Assistant Professor	Computer Science
Stephen Sprang	Professor, Director CBSD	DBS, CBSD, CMMB
Andrea Stierle	Research Professor	BMED
Don Stierle	Research Professor	BMED
Chuck Thompson	Professor	BMED
Klaus Uhlenbruck	Professor	School of Business Admin.
Erica Woodahl	Associate Professor	BMED, CBSD

DBS- Division of Biological Sciences
 BMED- Department of Biomedical and Pharmaceutical Sciences
 CHES- Center for Environmental Health Sciences
 CMMB- Cellular, Molecular, and Microbial Biology
 CBSD - Center for Biomolecular Structure and Dynamics
 CSFN - Center for Structural and Functional Neuroscience

B. Which departments on campus will be involved and how will the Institute/Center contribute to the academic programs of the institution?

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RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

The center will include faculty from the Division of Biological Sciences, Department of Biomedical and Pharmaceutical Sciences, Department Chemistry and Biochemistry, Department of Mathematical Sciences and the School of Business Administration at the University of Montana. The center will assist colleges, programs and departments to improve and expand undergraduate and graduate student course curriculum in translational medicine to prepare students for a careers in the biotechnology and pharmaceutical industry. These expanded educational programs will prepare students for a career in the biotechnology or health care industry and assist in the recruitment of new students to the University of Montana.

4. Identify the organizational structure of the Institute/Center within the institution.

Dr. Jay Evans has been appointed Director of the Center for Translational Medicine. The Center for Translational Medicine Director will report to the Vice President for Research and Creative Scholarship at the University of Montana.

The Center will be cross-functional in support of various colleges, departments, institutes and programs across UM and the entire MUS.

A. Identify all agencies, organizations and/or institutions that will be involved.

- College of Humanities and Sciences
 - Division of Biological Sciences
 - Cellular, Molecular and Microbiology
 - Neuroscience
 - Chemistry and Biochemistry
 - Computer Sciences
 - Mathematical Sciences
- College of Health Professions and Biomedical Sciences
 - Skaggs School of Pharmacy
 - Medicinal Chemistry
 - Neuroscience
 - Pharmaceutical Sciences and Drug Design
 - Toxicology
 - Pre-Medical Sciences
 - UM Health and Medicine
- School of Business Administration
- Center for Environmental Health Sciences
- Center for Biomolecular Structure and Dynamics
- Center for Structural and Functional Neuroscience

B. Identify advisory council information.

The center will establish a 5-member Faculty Advisory Council to provide operational, professional, educational and scientific direction for the Center for Translational Medicine. The center will also establish an External Advisory Committee made up of community business leaders, pharmaceutical industry representatives and Faculty from other Universities to assist the center in long-term planning and outreach. Additional subcommittees will be formed as necessary to support the center programs or initiatives.

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5. Identify first year and continuing finances necessary to support the Center/Institute, including the sources of funding.

The Center for Translational Medicine will be self-sufficient and fully funded for the first 5 years through research contracts already awarded to the center (\$16 M) and the anticipated future support from successful grant applications and foundation/corporate partnerships. No institutional funding is requested.

A. Will additional faculty and other resources be required to implement this Center/Institute? If yes, please describe the need and indicate the plan for meeting this need.

No additional funding or resources are requested. All funds to support this program will come from grants, contracts, private and corporate sponsorships generated through the center faculty and programs.

The center will support the hiring of new faculty, staff or students necessary for ongoing and future contracts/grants. New tenure track or permanent faculty hires are not requested although the Center may support recruitment of tenure track lines in translational medicine through the various affiliated departments.

B. Are other, additional resources required to ensure the success of the proposed Center/Institute? If yes, please describe the need and indicate the plan for meeting this need.

No other resources are requested.

6. Describe other similar Centers/Institutes or research capacities in the state and surrounding region.

The Mountain West Clinical Translational Research Infrastructure Network (CTR-IN) is based out of UNLV in Las Vegas, Nevada and partners with the University of Montana and Montana State University. Its mission is to “identify and facilitate the development of researchers who will make new discoveries through bench-to-bedside research, in-clinic studies ... help scientists and research-minded health professionals acquire the skills and experience to become successful at the highest levels of grant support from the NIH”. The CTR-IN is primarily focused on clinical research and not on advancement and coordination of pre-clinical translational research.

The American Indian/Alaska Native Clinical & Translational Research (AI/AN CTR), is based out of Montana State University and includes the following mission; “The AI/AN Clinical & Translational Research Program will support Montana and Alaska investigators in establishing relationships with Native communities, building research capacity in the communities, and generating preliminary data required for grant proposals. Sustainable programs in these states will ultimately improve the health of the Native communities (<http://www.montana.edu/aian/index.html>).”

The Institute of Translational Health Sciences is a University of Washington based institute with a mission of “speeding science to the clinic for the benefit of patients and communities throughout Washington, Wyoming, Alaska, Montana, and Idaho. ITHS promotes this translation of scientific discovery to practice by fostering innovative research, cultivating multi-disciplinary research partnerships, and ensuring a pipeline of next generation researchers through robust educational and career development programs.”

A. Describe the relationship between the proposed Center/Institute and any similar Centers/Institutes,

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programs, or research capacities within the Montana University System.

The center will seek to establish strong ties and collaborations with these regional programs to improve both funding and educational opportunities in translational medicine. These regional Translational Health Institutes are primarily focused on clinical research whereas the new Center for Translational Medicine will be focused on pre-clinical discovery through Investigational New Drug Application (IND). Unlike these regional programs the Center for Translational Medicine will be housed at the University of Montana and focused on supporting collaborative translational research within the Montana University System.

B. In cases of substantial duplication, explain the rationale for the proposed Center/Institute.

No duplication was noted.

7. Assessment: How will the success of the center/institute be measured?

The success of the center will be measured by the following criteria:

- A. Successful award of significant external funding (\geq \$5-10 million total costs) in external funding for research/development in translational medicine within 5 years (grants, contracts, corporate partnerships, private donations). Develop and implement long term plan for sustainability beyond 5 years through return-on-investment from pilot grant programs, contracts and corporate partnerships.
- B. Active participation by faculty members in the CTM as measured through meeting attendance, committee support and new grant submissions.
- C. Establish university-wide guidance documents for good documentation practices, laboratory notebook procedures and data integrity/retention in support of university intellectual property development.
- D. Strategically expand the university patent portfolio in translational medicine and establish key biotech/pharmaceutical partnerships to evaluate out-licensing opportunities.

Success criteria will be reviewed on an annual basis.

8. State the internal campus review and approval process which has occurred prior to submission to the Commissioner's Office. Indicate, where appropriate, involvement by faculty, students, community members, professional constituencies, etc.

- A. A faculty steering committee was established with representatives from the Division of Biological Sciences, Department of Chemistry and Biochemistry, and the College of Health Professions and Biomedical Sciences to draft the Center Proposal Form and disseminate information to the respective departments and colleges at the University of Montana.
- B. All interested Faculty were invited to planning meetings to discuss the mission, purpose and overall direction of the proposed Center.
- C. The following documents/approvals have been completed or are in progress.
 - a. One-paragraph description of the program was submitted to the Office of the Provost and added to the Academic Program Planning List for UM.
 - b. Intent to Plan form was signed by Dean's, Vice President of Research and Provost and reviewed by all of the Chief Academic Officers in the MUS.
 - c. Full proposal and all required forms were submitted to the Office of the Provost.
 - d. The Provost and the Faculty Senate will provide a written rationale for a

Montana Board of Regents
RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

- recommendation of approval or disapproval to the President.
- e. The President considers all recommendations and provides a written explanation of the decision to each reviewer and the University community.
 - f. Upon approval, the proposal will be sent to the Board of Regents for final authorization.

November 16-17, 2017

177-1003-R1117

ITEM

**Request for authorization to retitle the School of Business Administration to the College of Business
– University of Montana-Missoula**

THAT

The University of Montana requests authorization from the Montana Board of Regents to retitle the School of Business Administration to the College of Business.

EXPLANATION

The University of Montana’s undergraduate and graduate business degree programs are offered by the School of Business Administration. “Administration” is an antiquated term rooted in business disciplines initially relating to secretarial support and commerce training. Many business schools have abandoned the term as the curriculum and business practice have modernized and become more sophisticated over time. The School of Business is one of the largest professional schools at UM and would like to move to a College designation. The retitling will not impact the three existing academic departments or the administrative structures.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 177-1003-R1117 Submission Month or Meeting: November 16-17, 2017

Institution: University of Montana-Missoula CIP Code: _____

Program/Center/Institute Title: Retitle School of Business Administration to College of Business

Includes (please specify below): Online Offering _____ Options _____

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

 A. Level I:

Campus Approvals

- 1a. **Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)
- 1b. **Withdrawing a postsecondary educational program from moratorium**
- 2. **Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less**
- 3. **Establishing a B.A.S./A.A./A.S. area of study**
- 4. **Offering an existing postsecondary educational program via distance or online delivery**

OCHE Approvals

- 5. **Re-titling an existing postsecondary educational program**
- 6. **Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)
- 7. **Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)
- 8. **Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)
- 9. **Revising a postsecondary educational program** (Curriculum Proposal Form)
- 10. **Establishing a temporary C.A.S. or A.A.S. degree program** *Approval limited to 2 years*

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X **B. Level II:**

_____ **1. Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)

_____ **2. Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*

_____ **3. Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and Completed Intent to Plan Form, except when eliminating or consolidating)

X **4. Re-titling an academic, administrative, or research unit**

Proposal Summary [360 words maximum]

What

The University of Montana requests authorization from the Montana Board of Regents to retitle the School of Business Administration to the College of Business.

Why

The University of Montana's undergraduate and graduate business degree programs are offered by the School of Business Administration. "Administration" is an antiquated term rooted in business disciplines initially relating to secretarial support and commerce training. Many business schools have abandoned the term as the curriculum and business practice have modernized and become more sophisticated over time. The School of Business is one of the largest professional schools at UM and would like to move to a College designation.

Resources

The retitling will not impact the three existing academic departments or the administrative structures and will not require resources.

Relationship to similar MUS programs

The UM School of Business is one of several such schools/colleges within the MUS, such as the College of Business at MSU-Billings and the Jake Jabs College of Business and Entrepreneurship at MSU-Bozeman.