

University of Montana Strategy for Distinction
May 2018
DRAFT

Dear UM Community,

Now is our time to set the strategic direction for the University's future strength and distinction.

Here's what we know to be true: As Montana's flagship public research university, UM provides undergraduate, graduate, and professional programs to give students a well-rounded educational foundation to navigate our complex and quickly changing world. We provide substantial opportunities for students to engage with their faculty, connect across disciplines, and gain important career skills such as written and oral communication, cross-cultural understanding, teamwork, service, and leadership development. UM's research and scholarly activity grapples with the most important issues of our time and advances society's well-being. With the northern Rockies wrapped around our campus and the culturally vibrant city of Missoula next door, we are dedicated to our special place in the world.

We aspire to educate agile, lifelong learners prepared to solve complex interdisciplinary challenges. We embrace social mobility as a core value, helping students realize their full potential and launch purpose-driven lives. At the same time, we contribute to the economic prosperity and societal quality of life for our region, our state, and well beyond.

And yet, we have not been clear or focused enough about UM's special strengths or the relevance and value of a UM education. The path we are currently on is unsustainable. Continuing a strategy of across-the-board, non-strategic cuts will only chip away at institutional excellence and erode the quality of all programs. Instead, we must set a course that builds on our strengths, ensures our distinction, and provides the resources necessary to sustain quality. As stewards of the University of Montana, we must deliberately design our path forward, creating a strategy for distinction that enhances key areas of strength and future opportunity.

Public higher education has never been more important. We have the potential to not just reinvigorate UM but also make good on public higher education's social compact by building a national model for a public university. We will be measured by how well we deliver on our promise to provide an affordable, high-quality, and increasingly valuable education for all who come here. We aim to be the first choice among all Montanans. We strive to create a diverse and welcoming community for under-represented and historically vulnerable populations of students. To do this, we must evolve.

There is exciting future work ahead, but I also know hard decisions will be necessary. We cannot continue to do everything we do now and do it well. This means better aligning, focusing, and prioritizing what we can do best, and curtailing or discontinuing what we cannot. Even as we face these transitions, we will remain focused on our students, providing them with clear pathways to graduation and the support they need along the way.

The UM community has been deliberate and inclusive in planning efforts over the past two years. The University Planning Committee, the Strategic Planning Coordinating Council, the Academic Programs and Administrative Services Prioritization Task Force, and other campus bodies have gathered and

analyzed input to not only understand our current context but also shape our future. Our shared governance groups have served on these bodies, providing valuable input and perspective, and many from our wider community have contributed their insight. Our campus community's collective work has been deliberate, consultative, and thoughtful.

The attached draft report, *University of Montana Strategy for Distinction*, sets out a blueprint for a broad, multi-year vision and plan that will set us on a path to celebrate another 125 years of excellent service to students, the State of Montana, and the world. The recommendations in this draft report are preliminary, and I look forward to input and feedback from our community. Much work remains – to not only refine these recommendations, but also to build detailed implementation plans over the coming months and years in a way that supports our students' success. What will emerge from this work, however, is a stronger, more vibrant university positioned to grow in key areas of strength that are vital for our students and the communities that we serve.

With optimism for the future,

President Seth Bodnar

DRAFT

University of Montana Strategy for Distinction
May 2018
DRAFT

Overview

The University of Montana has undertaken a two-year, multi-step process to assess and prioritize its current offerings and set its future direction to enhance the University's distinction. The goal: to position the University for national leadership in areas of academic excellence, to meet the needs of current and future students, and to address a \$10 million budget structural deficit over the next three years.

These planning efforts will help us to design a university and learning infrastructure that keep students and their needs at the center. UM's broad arts and sciences foundation remains the vital core of a UM education, even as we seek renewal and transformation. As the campus community makes adjustments in the near future, UM will continue to provide all students with excellent student support and clear learning pathways. We will ensure that all students in programs that will be impacted will be able to finish their degrees.

Process

This year President Seth Bodnar charged the University Planning Committee (UPC)—co-convened by Library Faculty and UFA Vice President Megan Stark, ASUM President Braden Fitzgerald, and Dean of the Law School and Acting Provost Paul Kirgis—to assess the inputs from earlier planning efforts, including those of the Strategic Planning Coordinating Council and the Academic Programs and Administrative Services Prioritization Task Force. The UPC divided into two subcommittees: one to focus on the articulation of institutional identity and key areas of opportunity, and the other to develop an assessment framework to review academic programs across a spectrum of metrics including cost per student credit hour, enrollment (both overall and trend), efficiency in comparison with Delaware data on similar programs, research funding, and overall cost. Deans provided input based on the UPC's analysis as well as on their knowledge of factors that might have influenced the data. Deans also considered how potential adjustments could position UM to strengthen its institutional identity and to foster key areas of opportunity.

This report synthesizes the UPC's work, reflects the earlier collective efforts, and grows out of consultation with shared governance leaders, deans, and many other members of the UM community. The report offers recommendations for a refreshed University mission statement, core education enhancements, and key focus areas of academic strength. It also includes recommendations necessary to achieve this vision, including program alignment, organization, delivery, curtailment, and in some cases, discontinuance.

Concurrently, President Bodnar is enacting changes to promote revenue growth through new student recruitment and enhanced student persistence and success efforts. In addition, leadership will reduce administrative costs wherever possible, and will consider reductions in faculty through strategic attrition and departures. These strategies will work in tandem to build a platform for future strength and fiscal stability.

Refreshed UM Mission Statement

The UPC Mission and Identity subcommittee has offered a refreshed mission statement for the community's consideration:

"The University of Montana's mission is to provide a high-quality and accessible education at a world-class research university. We shape global citizens who are creative and agile learners prepared to build and sustain communities. As Montana's flagship university, we lead conversations that question and expand the frontiers of knowledge to tackle the world's most complex challenges."

Key Strategies for Distinction

This report details four key strategies for UM's institutional and educational distinction:

- I. A Liberal Arts Education: The Innovative University of Montana Core
- II. The UM Communities of Excellence
- III. A Holistic Focus on Student Support and Success
- IV. An Appreciation for People and Place

I. A Liberal Arts Education: The Innovative University of Montana Core

The world that our students will enter upon graduation is complex and dynamic, and their careers will be ones of change and adaptation. While we must of course equip students with knowledge and skills specific to their chosen majors or disciplines, we must also prepare them to succeed across multiple disciplines and to learn and grow over the course of their careers. As the President of Harvard University, Drew Faust, said in her 2014 speech to students at the Booker T. Washington High School for the Performing and Visual Arts, "At its best, college does more than prepare you for your first job. It helps you anticipate, and perhaps even create, your fourth or fifth job, a job that may or may not even exist yet." A flagship public university like UM is uniquely poised to provide this preparation.

As UM's thousands of successful alumni would attest, preparing students to adapt and continually learn has been a hallmark of a UM education. We will continue to adjust our model and to even more effectively prepare our students. To this end, the UPC subcommittee envisions a rich core curriculum called the "UM Core" that builds on the broad-based strengths of the University's sciences and humanities offerings at the heart of a UM education. The re-imagined core will drive the rest of the academic enterprise, underscoring the vital role liberal arts disciplines play in the education of the whole student: a curriculum that fosters in every student intellectual capabilities and habits of mind, and, in an integrated and innovative way, brings out the best in UM's broad base of arts and sciences.

The UM Core will reflect innovative ways to honor our "humanities-driven" liberal arts tradition and will distinguish the UM undergraduate experience. A UM education will promote the core competencies and values of thinking critically, exploring creatively, living ethically, and communicating effectively. Faculty will facilitate the development of these core competencies and values through a curriculum that cultivates students' intellectual capabilities and exposes students to foundational knowledge. The

humanities and sciences have long been at the heart of this education, and they provide the foundation for all of the Communities of Excellence.

The innovative UM Core will distinguish the University's undergraduate experience and enable a lifetime of learning. It will prepare students for a diverse and interconnected global society, while also infusing students with the best of what our unique place has to offer: a spirit of resourcefulness, a sense of stewardship, and a respect for individual dignity.

The Montana Ways listed below establish some of the key principles that might guide the design of our UM Core, which should honor what we already do well while recognizing the need for change and adaptation. The Montana Ways reflect what we value in a core curriculum.

Montana Ways

The **Ways of Communicating** area challenges students to learn the principles and practices of effective and ethical communication. Broad themes in this area could include oral and written advocacy; digital and visual communication; and linguistic and cultural awareness.

The **Ways of Creating** area challenges students to construct and design in innovative ways, individually and with others. Broad themes in this area could include artistic production; design thinking; collaborative problem-solving; and cross-disciplinary engagement.

The **Ways of Knowing** area challenges students to pose rigorous questions and generate knowledge by drawing on diverse traditions and methods of thinking. Broad themes in this area could include critical inquiry and analysis; ecological literacy and traditional knowledge; quantitative literacy; and historical reasoning.

The **Ways of Living** area challenges students to make reflective choices in their personal decision-making and social interactions. Broad themes in this area could include ethical reasoning and action; intercultural knowledge and competence; personal health; and financial and social well-being.

Over the next several years, shared governance and faculty advisory groups will further refine how the future UM Core curriculum can continue to develop students' intellectual capacities, fosters foundational knowledge, and enables lifelong learning.

II. The UM Communities of Excellence

Companion to building on and enhancing a unique and robust UM Core, UM will invest in and align around six communities of interdisciplinary excellence. These areas of excellence exist at the intersection of current strengths and societal need: Artistic Expression & Communication; Science & Technology; Business & Entrepreneurship; Environment & Sustainability; Health & Human Development; and Justice, Policy & Public Service. Many other degree options will live independently and complement these communities.

The frontiers of knowledge today are not bound within single disciplines but at the intersections of many. These six Communities of Excellence build on UM's strengths and can foster significant interdisciplinary research and teaching opportunities.

These communities orient us in a strategic direction. We will design our knowledge enterprise and our learning infrastructure to enable these fluid and interconnected communities. And our UM Core will infuse all of them, serving as the motor that enables these communities to evolve, adapt, and thrive.

Artistic Expression & Communication

We cultivate the production, analysis, and appreciation of diverse forms of human expression essential to developing citizens, leaders, artists, advocates, and creators.

Science & Technology

We produce new scientific knowledge and advance ideas that benefit local, regional, and national economies and communities.

Business & Entrepreneurship

We prepare students to confront economic challenges and opportunities by promoting leadership and innovation, encouraging partnerships, and meeting workforce demands and needs.

Environment & Sustainability

We promote good stewardship by fostering knowledge of and respect for the integrity and beauty of the ecological systems in Montana and around the world.

Health & Human Development

We enhance the physical, mental, and emotional health and intelligence of our communities, working with regional and international partners to serve diverse populations.

Justice, Policy & Public Service

We develop citizens who serve their communities and participate in democratic governance through advocacy, dialogue, dissent, and ethical decision making.

These Communities of Excellence will challenge us to pursue opportunities for collaborations across traditional disciplinary and college boundaries. They should also guide us as we design systems that allow for and incentivize interdisciplinary work.

III. A Holistic Focus on Student Support and Success

Over the past 125 years, attending the University of Montana has been a life-changing experience for students from all walks of life. Providing opportunity and social mobility is central to our mission. Students bring to UM not only a rich set of experiences but also a host of abilities, aspirations, and potential. UM will design a supportive educational experience that removes barriers and fosters health and well-being so that our students can discover their potential and fulfill their aspirations. The campus community will orient its decision making around what is best for students, designing curricular and co-curricular experiences that meet student needs and desires. In doing so, UM will serve as a model for exemplary support for all undergraduate, graduate, and professional students.

Always central to our work will be this question: how can we design for student success at the University of Montana?

By restructuring to better align our already robust student success efforts—bringing Student Affairs units together with our Office for Student Success—we will ensure more seamless and orchestrated student support. Already, our Student Affairs units, the Office for Student Success, and the Academic Standards and Curriculum Review Committee are working to better integrate efforts and create the optimal conditions for UM students to succeed.

Unparalleled student support will be a hallmark of the University of Montana. We will define what a robust, healthy, and supportive experience should look like at a flagship university.

IV. An Appreciation for People and Place

Both the UPC and the SPCC have highlighted our natural setting and community as integral to UM's distinction. UM will be distinct in its efforts to blur the boundaries between on-campus classroom learning and learning that happens in our natural setting and wider communities, including global communities.

In honoring both our Montana setting and the many people who shape it, we will emphasize our strengths in experiential learning. We will do this by encouraging learning and research opportunities that draw upon our Rocky Mountain West setting and our vibrant Missoula community. UM will generate and make visible research and creative scholarship that benefit our region, will re-commit to fostering civic engagement, and will advance strong public-private partnerships. UM will nurture a symbiotic relationship with the City of Missoula and Missoula County through collaborative and strategic planning.

We also will encourage exposure to and learning from diverse communities across our region and abroad. Our colleagues in the W.A. Franke College of Forestry remind us that at UM, we “acknowledge that we are in the aboriginal territories of the Salish land and Kalispel people,” a statement developed in collaboration with the Salish-Pend d’Oreille Cultural Committee. In appreciating this, we honor the ways people shape place and enrich our communities. At UM, fostering diversity will be a strategic imperative. To accomplish this, President Bodnar will explore models for systematically committing to diversity and to support for all employees. This will include cabinet-level representation to ensure a persistent and rigorous UM focus on fostering a diverse and supportive learning and work environment.

Preliminary Recommendations

The following preliminary recommendations are offered to best achieve the vision detailed in this report, and to set the strategic direction for the University's future distinction and growth. We will address the significant budgetary constraints and enrollment challenges, understanding that across-the-board cuts will only chip away at institutional excellence. We face difficult decisions. We cannot continue to do everything we do now and do it well. UM's exciting future work requires that we make difficult but critical adjustments in the near term as on strategy for building distinction and a platform for growth.

As these recommendations are revised, finalized, and eventually implemented, the campus community will work to ensure all students continue to receive excellent support and have access to clear learning pathways.

These recommendations fall into two broad categories: Academic Program Recommendations and Administrative Structure Recommendations.

I. Academic Program Recommendations

The Academic Program Recommendations fall into three categories:

- Programs for re-organization
- Programs for discontinuance
- Programs for potential reduction in number of faculty

Recommendation 1: College of Humanities and Sciences

Re-organization A: College Administration

Action	Rationale
Replace 23 department heads with 10 division/department heads.	Simplifies administrative processes and encourages interdisciplinary work.
Re-organize staff in 23 units into a service center model, i.e., co-locate professional advisors, budget analysts, and office staff.	Better serves student needs through enhanced advising and retention efforts.

Re-organization B: Sciences Re-organization

Re-organize the following programs.

Action	Rationale
Create a Division of Physical Sciences that includes Geosciences, Chemistry/Biochemistry, and Physics and Astronomy.	Simplifies administrative processes and encourages interdisciplinary work.
Create a Division of Mathematical Sciences, Economical and Computational Sciences that includes Sciences, Economics, and Computer Science.	Simplifies administrative processes and encourages interdisciplinary work with a focus on Data Science.
Re-design the Economics MA as a 5-year MA and/or as part of an MA in Data Science; foster collaboration among Computer Science, Math, and Economics and the College of Business to	

develop cross-college Data Science Initiative more fully.	
---	--

With this re-organization, discontinue the following programs.

Action	Rationale
Discontinue Applied Science Minor.	Consistent with former Interim President Stearns’s recommendations, this option appears to be unneeded at this time.
Discontinue Bioethics Certificate.	Consistent with former Interim President Stearns’s recommendations, this option appears to be unneeded at this time.

Based on the analysis of cost and enrollment data, together with initial recommendations from the deans, it is the intention to maintain all other degree offerings in the areas listed above. However, there will be faculty reductions in areas where programs remain intact but faculty resources do not currently align with student demand. The approximate faculty reductions by area are listed below. These are initial estimates and include the impact of any re-organizations and discontinuances outlined above. These reductions will be implemented over a 3-year period and will be achieved first through attrition and departures from the university, but curtailment by specific area will be employed as necessary.

Area	Estimated FTE Reduction
Chemistry/Biochemistry	2
Economics	1
Geosciences	2
Mathematics	3
Physics and Astronomy	0
DBS	0

Re-organization C: Social Sciences Re-organization

Re-organize the following programs.

Action	Rationale
Create a Division of Social Sciences that includes Anthropology, Sociology, and Linguistics. Re-design the MA/MS degrees in Anthropology, Sociology, and Linguistics as an MA/MS in Social Science.	Simplifies administrative processes and encourages interdisciplinary work.
Design a mechanism for integrating the School of Journalism with Communication Studies and the Composition and Rhetoric faculty from the English Department.	Better aligns efforts in the areas of journalism, communication, and composition, while seeking greater efficiency and collaboration across departments/colleges.

Create an academic home for the Neuroscience undergraduate program either CHS or CHPBS, or as a cross-college unit.	Simplifies administrative processes and encourages interdisciplinary work and enables integration between undergraduate and graduate training.
Establish Psychology as a Division.	

Based on the analysis of cost and enrollment data, together with initial recommendations from the deans, it is the intention to maintain all other degree offerings in the areas listed above. However, there will be faculty reductions in areas where programs remain intact but faculty resources do not currently align with student demand. The approximate faculty reductions by area are listed below. These are initial estimates and include the impact of any re-organizations and discontinuances outlined above. These reductions will be implemented over a 3-year period and will be achieved first through attrition and departures from the university, but curtailment by specific area will be employed as necessary.

Area	Estimated FTE Reduction
Anthropology	2
Psychology	1
Communication Studies and Composition	1
Sociology	0

Re-organization D: Humanities Re-organization

Re-organize the following programs.

Action	Rationale
<p>Create a Division of Languages and Cultures that includes Modern and Classical Languages and Literatures and Area Studies programs</p> <p>Consolidate languages and Area Studies into two majors: Asian Studies and European Studies.</p> <p>Within this division, re-imagine how to deliver language education more effectively through a combination of in-person, immersion, and online experiences. Work closely with the Defense Critical Languages Institute to develop new models.</p>	<p>Simplifies administrative processes and encourages interdisciplinary work.</p> <p>More efficiently aligns faculty resources with student interest. Across all languages, degrees awarded have declined by 44%.</p>
Create a Division of History, Politics, and Public Policy that includes History, Political Science, and Military Science.	Simplifies administrative processes and encourages interdisciplinary work.
Move the MA in Public Administration and the Non-profit minor to the Baucus Institute.	Builds on existing connections between the MPA program and the Law School, and increases resources for the MPA to pursue accreditation.

Establish a Division of English Literature and Creative Writing.	Simplifies administrative processes.
--	--------------------------------------

With this re-organization, discontinue the following programs.

Action	Rationale
Discontinue MA programs in MCLL.	Already in moratorium.
Discontinue majors in French, German, Spanish, Russian, Classics, and Area Studies by consolidating into two major areas: Asian Studies and European Studies.	More efficiently aligns faculty resources with student interest. Across all languages, degrees awarded have declined by 44%.
Consolidate graduate offerings in English into one MA option.	More efficiently aligns faculty resources with student interest. With a small number of students completing the English MA per year, multiple options create inefficient use of faculty resources.
Discontinue the degree in Political Science-History.	Redundant to existing option.

Based on the analysis of cost and enrollment data, together with initial recommendations from the deans, it is the intention to maintain all other degree offerings in the areas listed above. However, there will be faculty reductions in areas where programs remain intact but faculty resources do not currently align with student demand. The approximate faculty reductions by area are listed below. These are initial estimates and include the impact of any re-organizations and discontinuances outlined above. These reductions will be implemented over a 3-year period and will be achieved first through attrition and departures from the university, but curtailment by specific area will be employed as necessary.

Area	Estimated FTE Reduction
English	6
History	2
Modern and Classical Languages and Literatures	7.5
Political Science	1

Re-organization E: Interdisciplinary Re-organization

Re-organize the following programs.

Action	Rationale
Create a Division of Cultural, Environmental, and Sustainability Studies that includes programs in Women's, Gender, and Sexuality Studies; African American Studies; Native American Studies; Geography; Environmental Studies; and Philosophy.	Simplifies administrative processes and encourages interdisciplinary work.

Move the Doctorate and Masters into the new Division.	
Create a new undergraduate degree in Interdisciplinary Studies.	Provide an avenue to graduation for students without a traditional major.
Bring Exploratory Studies under College of Humanities & Sciences.	Collaborating with other units, explore ways to improve engagement and retention for students unsure of their major in their early years.
In conjunction with Missoula College, explore options to offer an Associate's Degree to students on Mountain Campus.	Provide a valuable credential to students who stop out before completing a bachelor's degree.

With this re-organization, discontinue the following programs.

Action	Rationale
Discontinue the Global Humanities and Religions program.	Majors have declined by 58%; Degrees awarded have declined by 23%; SCH has declined by 46%.
Discontinue the minor in Mountain Studies.	Focus Geography instruction in areas more closely aligned with developments in the discipline.

Based on the analysis of cost and enrollment data, together with initial recommendations from the deans, it is the intention to maintain all other degree offerings in the areas listed above. However, there will be faculty reductions in areas where programs remain intact but faculty resources do not currently align with student demand. The approximate faculty reductions by area are listed below. These are initial estimates and include the impact of any re-organizations and discontinuances outlined above. These reductions will be implemented over a 3-year period and will be achieved first through attrition and departures from the university, but curtailment by specific area will be employed as necessary.

Area	Estimated FTE Reduction
Environmental Studies	1
Philosophy	1
Geography	1
Global Humanities and Religions	3

Recommendation 2: College of Business

Re-organize the following programs.

Action	Rationale
Create a single department that includes Accounting and Finance, Marketing and Management, and Management Information Systems.	Simplifies administrative processes and encourages interdisciplinary work.

Recommendation 3: College of Education and Human Sciences

Re-organize the following programs.

Action	Rationale
Move HHP to CHPBS. <ul style="list-style-type: none"> ○ Move Exercise Science and Athletic Training from CoEHS to the new Division of Health and Human Potential in CHPBS. ○ Move the Community Health and Prevention Science program from CoEHS to the School of Public and Community Health Science in CHPBS. 	Simplifies administrative processes and encourages interdisciplinary work.

With this re-organization, discontinue the following programs.

Action	Rationale
Global Youth Development	Paperwork has been filled to put into moratorium.

Based on the analysis of cost and enrollment data, together with initial recommendations from the deans, it is the intention to maintain all other degree offerings in the areas listed above. However, there will be faculty reductions in areas where programs remain intact but faculty resources do not currently align with student demand. The approximate faculty reductions by area are listed below. These are initial estimates and include the impact of any re-organizations and discontinuances outlined above. These reductions will be implemented over a 3-year period and will be achieved first through attrition and departures from the university, but curtailment by specific area will be employed as necessary.

Area	Estimated FTE Reduction
Educational Leadership	1
Elementary Education	1
Communicative Sciences and Disorders	0
Counselor Education	0
Education Grad	0

Recommendation 4: College of Forestry

Re-organize the following programs.

Action	Rationale
--------	-----------

<p>Create a new Division of Environmental Science and Sustainability that combines the Departments of Society and Conservation & Ecosystem and Conservation Sciences. This new division will house degree programs such as the undergraduate Parks, Tourism, and Recreation Management. This Division will also include Climate Change Studies.</p> <p>Also within this new Division of Environmental Science and Sustainability, combine Resource Conservation and Ecosystem Science and Restoration to create an Environmental Science degree.</p>	<p>Simplifies administrative processes and encourages interdisciplinary work.</p>
--	---

All other degrees in the areas above will be maintained, and students will have the option to pursue these degrees. With this re-organization, place the following program into moratorium.

Action	Rationale
Graduate degree in Parks, Tourism, and Recreation Management	Low numbers; desire to restructure as an online MA.

Based on the analysis of cost and enrollment data, together with initial recommendations from the deans, it is the intention to maintain all other degree offerings in the areas listed above. However, there will be faculty reductions in areas where programs remain intact but faculty resources do not currently align with student demand. The approximate faculty reductions by area are listed below. These are initial estimates and include the impact of any re-organizations and discontinuances outlined above. These reductions will be implemented over a 3-year period and will be achieved first through attrition and departures from the university, but curtailment by specific area will be employed as necessary.

Area	Estimated FTE Reduction
Forest Management	1
Resource Conservation	1
Parks, Tourism, and Recreation Management	0
Ecosystem Science and Restoration	0
Fish and Wildlife Biology	0
Forest and Conservation Science	0
Wildlife Biology	0

Recommendation 5: College of Health Professions and Biomedical Sciences

Re-organize the following programs.

Action	Rationale
--------	-----------

Create a new Division of Health and Human Potential that includes existing programs such as Physical Therapy. Move into this new Division Exercise Science and Athletic Training from CoEHS.	Simplifies administrative processes and encourages interdisciplinary work.
Move the Community Health and Prevention Science program from CoEHS to the School of Public and Community Health Science in CoHPBS.	Simplifies administrative processes and encourages interdisciplinary work.
Redistribute BMED FTE to align with areas where contributions are most relevant.	Simplifies administrative processes and encourages interdisciplinary work.
Create an academic home for Neuroscience in either CHS or CHPBS, or as a cross-college unit.	Simplifies administrative processes, encourages interdisciplinary work, and enables integration between undergraduate and graduate training.

Based on the analysis of cost and enrollment data, together with initial recommendations from the deans, it is the intention to maintain all other degree offerings in the areas listed above. However, there will be faculty reductions in areas where programs remain intact but faculty resources do not currently align with student demand. The approximate faculty reductions by area are listed below. These are initial estimates and include the impact of any re-organizations and discontinuances outlined above. These reductions will be implemented over a 3-year period and will be achieved first through attrition and departures from the university, but curtailment by specific area will be employed as necessary.

Area	Estimated FTE Reduction
BMED	2
Public Health	0
Physical Therapy	0
Social Work	0
Pharmacy	0
HHP	1

Recommendation 6: College of Visual and Performing Arts

Re-organize the following programs.

Action	Rationale
Create the School of Visual and Media Arts by combining the School of Art and Media Arts.	Simplifies administrative processes and encourages interdisciplinary work.
Re-organize the four degree programs in the School of Theatre and Dance into two degree programs: the BA in Theater and Dance and the BFA in Theater and Dance.	Simplifies administrative processes and encourages interdisciplinary work.

Based on the analysis of cost and enrollment data, together with initial recommendations from the deans, it is the intention to maintain all other degree offerings in the areas listed above. However, there will be faculty reductions in areas where programs remain intact but faculty resources do not currently

align with student demand. The approximate faculty reductions by area are listed below. These are initial estimates and include the impact of any re-organizations and discontinuances outlined above. These reductions will be implemented over a 3-year period and will be achieved first through attrition and departures from the university, but curtailment by specific area will be employed as necessary.

Area	Estimated FTE Reduction
Art	0
Media Arts	1
Music	3
Theatre and Dance	2

Recommendation 7: Davidson Honors College

Re-organize the following programs.

Action	Rationale
Move Climate Change Studies from the DHC to the CFC.	Create alignment and opportunities for interdisciplinary collaboration.

Recommendation 8: Missoula College

Re-organize the following programs.

Action	Rationale
Work with provost and Dean of SELL to integrate administrative structures to provide a more coordinated model for workforce, community, developmental, and transfer education.	Deliver workforce, community, and extended and lifelong learning opportunities in a coordinated way

Discontinue the following programs.

Action	Rationale
Discontinue Health Professions/Pharmacy Technology CAS	This certification is not required to work in this field in the state of Montana.
Discontinue Computer Aided Design CAS	Consistent with former Interim President Stearns's recommendations, this option appears to be unneeded at this time.
Discontinue Electronics Technology AAS	Consistent with former Interim President Stearns's recommendations, this option appears to be unneeded at this time.
Discontinue Electrician's Helper CTS	Consistent with former Interim President Stearns's recommendations, this option appears to be unneeded at this time.
Discontinue Energy Technology AAS, CAS, CTS	Students have been taught out when lead faculty contract was not renewed.
Discontinue Energy Auditor CTS	Part of the Energy Tech program.
Discontinue Recycling Specialist CTS	Part of the Energy Tech program.

Discontinue industrial Technology/Recreational Power Equipment CAS	Students have been taught out when lead faculty contract was not renewed.
--	---

Based on the analysis of cost and enrollment data, together with initial recommendations from the deans, it is the intention to maintain all other degree offerings in the areas listed above. However, there will be faculty reductions in areas where programs remain intact but faculty resources do not currently align with student demand. The approximate faculty reductions by area are listed below. These are initial estimates and include the impact of any re-organizations and discontinuances outlined above. These reductions will be implemented over a 3-year period and will be achieved first through attrition and departures from the university, but curtailment by specific area will be employed as necessary.

Area	Estimated FTE Reduction
Health Professions/Pharmacy	1
Computer Aided Design CAS	1

Recommendation 9: School of Journalism

Re-organize the following programs.

Action	Rationale
Design a mechanism for integrating the School of Journalism with Communication Studies and the Composition and Rhetoric faculty from the English Department.	Better aligns efforts in the areas of journalism, communication, and composition, while seeking greater efficiency and collaboration across departments/colleges.

Based on the analysis of cost and enrollment data, together with initial recommendations from the deans, it is the intention to maintain all other degree offerings in the areas listed above. However, there will be faculty reductions in areas where programs remain intact but faculty resources do not currently align with student demand. The approximate faculty reductions by area are listed below. These are initial estimates and include the impact of any re-organizations and discontinuances outlined above. These reductions will be implemented over a 3-year period and will be achieved first through attrition and departures from the university, but curtailment by specific area will be employed as necessary.

Area	Estimated FTE Reduction
Journalism	1

Recommendation 10: School of Law

Re-organize the following programs.

Action	Rationale
Move the Masters in Public Administration and the Non-profit minor to the Baucus Institute.	Builds on existing connections between the MPA program and the Law School, and increases

	resources to the MPA program to pursue accreditation.
--	---

Based on the analysis of cost and enrollment data, together with initial recommendations from the deans, it is the intention to maintain all other degree offerings in the areas listed above. However, there will be faculty reductions in areas where programs remain intact but faculty resources do not currently align with student demand. The approximate faculty reductions by area are listed below. These are initial estimates and include the impact of any re-organizations and discontinuances outlined above. These reductions will be implemented over a 3-year period and will be achieved first through attrition and departures from the university, but curtailment by specific area will be employed as necessary.

Area	Estimated FTE Reduction
Law	1

II. Administrative Structure Recommendations

Recommendation 11: Implement Project Simplification

The Project Simplification team has been evaluating our administrative operations in light of the Voluntary Severance Offer. The goal of this effort is to support our employees in the critical work they do for UM and to ensure that we work as an integrated and coordinated community. UM can and should be the best place to work in the region.

The team will take a hard look at ways to simplify, streamline, automate, or eliminate processes where appropriate to ensure enhanced service and support of core functions. They have gathered input through a campus survey. They also have consulted with other universities that have undergone this process. To ensure UM’s adaptability and long-term success, we will establish an on-going team dedicated to continually assessing and streamlining our practices, looking holistically at our internal systems, and assessing the way these services are delivered to students, faculty, and staff.

Recommendation 12: Align and Enhance Enrollment and Strategic Communications

We must more successfully tell our UM story to ensure external perceptions reflect UM’s impressive reality. We will accomplish this by better integrating communications with recruitment strategies and by restructuring Admissions, Financial Aid, and Marketing and Communications organizational alignment. As part of this organizational restructure, we will align efforts in communications, marketing, and student recruitment to tell our UM story in a compelling, clear, and coherent way.

Recommendation 13: Integrate and Coordinate Student Persistence and Success Efforts

We will emphasize student success by taking a more integrated approach to our student persistence efforts to maintain a laser focus on supporting our students. To this end, we will re-organize to bring our Student Affairs sectors together with our Office of Student Success, fostering a more holistic and integrated focus on student success and persistence. Already, Student Affairs units, the Office for

Student Success, and the Academic Standards and Curriculum Review Committee are working to better integrate our efforts and to create the conditions for our students to succeed.

Recommendation 14: Implement Strategies to Achieve Administrative Efficiencies

Identify and implement strategies for administrative efficiencies in both Academic Affairs and other sectors:

- Perform a broad and rigorous assessment of sectors outside of Academic Affairs to identify administration efficiencies. For example, pursue opportunities for general fund savings in the Office for Research and Creative Scholarship through increased general fund support from recovered F&As and through discontinued program support.
- Charge the Executive Vice President and Provost to work with deans to restructure the following areas to better integrate and coordinate services and opportunities:
 - Integrate and optimize UM's administrative structures to best support collaboration in Honors education and enhance our international efforts in the Global Engagement Office, the Global Leadership Initiative, the Mansfield Center, and Area Centers.
 - Work with provost and Dean of SELL to integrate administrative structures to provide a more coordinated model for workforce, community, developmental, and transfer education.
 - Review the current structure and operations of the Mansfield Library to ensure optimal alignment and coordination of activities and services, not only within UM but across the MUS.
 - Move the Rural Institute to the Office for Research and Creative Scholarship where most centers and institutes currently reside.
 - Explore options for reorganizing the colleges and schools to strengthen the UM Core and to drive interdisciplinary work around the six communities of excellence.

Next Steps

There are several important next steps we must take as we pursue this path to distinction.

- As described above, there will be faculty reductions associated with the implementation of these recommendations in order to best align our faculty resources with enrollment and student needs.
 1. Over the coming weeks, academic leadership will refine the initial reduction estimates outlined above to take into account feedback from our campus community.

2. President Bodnar will then work in accordance with the CBA to develop a curtailment plan for specific areas/programs in the event that reductions cannot be achieved through attrition or departures.
 3. The Executive Vice President and Provost will work with the UFA to ensure timely and clear communication with all faculty.
 4. The Executive Vice President and Provost will work with the campus community to monitor any potential impacts on students and to ensure all students feel supported and are able to pursue clear degree pathways.
- Reconstitute the UPC for its long-range strategic planning charge, to be chaired by the Executive Vice President and Provost. This reconstituted UPC will develop a mechanism for continually assessing the sustainability of programs and the extent to which those programs meet students' needs.
 - Charge the Provost's Office and shared governance groups to examine our general education curriculum and, using the UPC's recommendations as guidance, to establish a UM Core curriculum.
 - Begin administrative restructuring to enhance student support, increase revenue, and create efficiencies.

Conclusion

The UPC, with the backdrop of the extensive assessment and planning work that came before it, has helped to illuminate a distinctive and more sharply-focused path forward. President Bodnar has drawn upon this extensive work and has consulted with a wide community of stakeholders to outline a powerful vision:

- Refresh UM's core curriculum in a uniquely Montana way, fostering critical thinking, diverse and inclusive engagement, ethical decision making, creative exploration, and effective communication.
- Create six Communities of Excellence—built at the intersection of UM's greatest strengths and society's greatest needs—and foster a high level of interdisciplinary activity among them.
- Develop a holistic approach to student support and success.
- Embrace UM's connection to the surrounding region and
- Develop robust place-based learning experiences in our natural setting and communities.

To do this will require strategic investment and difficult decisions to address declining enrollment and UM's structural deficit. It will also require a collective and bold effort to build on this exciting future direction, one of great distinction and relevance for the students and communities UM serves.

DRAFT