

**UNIVERSITY OF MONTANA**  
**FRAMEWORK**  
**FOR PLANNING**  
**1982-1983**





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1982-1983

This Framework for Planning document is designed to guide the comprehensive planning process of the University of Montana for the 1982-1983 year. The Office of the President administers the planning process under the coordination of the Academic Vice President. The University Planning Council serves as the advisory group on planning matters to the Office of the President. Members of the 1982-1983 University Planning Council are:

Donald Habbe, Chairman

Cheryl Bentley

Lynda Brown

Steve Carey

Nancy DeCou

Ron Erickson

Harry Fritz

Walter Koostra

Marian Kurath

John Mercer

Dan O'Donnell

Tom Roy

Andrew Sheldon

Ben Stout

James Todd

David Weber

Helen Wilson

Inquiries should be addressed to:

Donald Habbe, Ph.D.  
Academic Vice President  
University of Montana  
Missoula, MT 59812



## FRAMEWORK FOR PLANNING

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## UNIVERSITY OF MONTANA

DATE: November 1982  
TO: University Community  
FROM: Neil S. Bucklew, President  
RE: Planning for 1982-83

The University of Montana is a comprehensive and diverse institution. Our shared sense of mission defies simple description. Nevertheless, fourteen themes were developed in 1981 to guide the work of the planning process. The themes were used to guide program aspirations and as standards when evaluating specific proposals. Those themes continue to serve us well.

Many who participated in the planning work last year asked that consideration be given to "sharpening" the focus of the themes. Could they be placed in a tight priority order? If that was not feasible, could there at least be some observation about which themes required attention now? In other words, grant the importance of all themes but note the pressing nature of some. This memorandum is an effort to respond to this request by noting those areas needing special attention in the 1982-83 planning cycle.

A review and reform of the general education program is underway. Theme 1 describes that area of our endeavor. Every instructional planning unit should consider that task to be of the highest priority. Many administrative support units can contribute to this reform as well.

Expansion of certain academic programs and development of new academic programs is a second pressing need for the University. This applies to professional programs (Theme 2), traditional disciplines (Theme 3), graduate programs (Theme 5) and extended learning programs (Theme 7). If an academic planning unit intends to launch new programs, it will be supported primarily by reallocating resources from programs requiring less support. Each Academic unit needs systematic determination of areas for program emphasis and areas for initiation of new programs. In all of this, special attention should be given to some basic questions or tests that were previously summarized in Theme 5. In expanded form, they are:

1. Is there a clear need and interest in the proposed program? Is this need documented and is it substantial enough to warrant a new program or degree as the best method of meeting the need?
2. Is the University of Montana the most appropriate institution to meet this need? Is it a clear part of the role of the University, with specific reference to the Board of Regents' Role and Scope Statement?



3. Are the resources necessary for this program available? Can this program be instituted largely within our current resources? Is the unit proposing the program willing to reallocate the resources to initiate and support the program?
4. Do we have the quality of faculty and support services to offer this program at a clearly satisfactory level?

A third area of pressing need for the University refers to student admissions and retention. The University of Montana needs a stable, if not steadily increasing enrollment, if it is to support the rich and diverse activity of the institution. Proposals from all units, especially support areas, will be evaluated in part by their impact on our efforts to attract and maintain students. This emphasis touches on themes as far ranging as research (Theme 4) to private support (Theme 9) to academic support services (Theme 10). It must be remembered that research is a crucial responsibility of the University. The good health of our research effort reflects on the quality of students' instructional experiences, especially in graduate programs.

All fourteen themes are important. Each one will require our attention.

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# FRAMEWORK FOR PLANNING

## I. University of Montana Planning Process



## I. PLANNING AT THE UNIVERSITY OF MONTANA

### A. The Purposes of Planning

1. To establish goals consistent with the role and scope of the University.
2. To identify priorities for accomplishing these goals.
3. To implement these priorities within the limits of available resources and opportunities.
4. To communicate clearly to all constituencies where the University is and where it is going.

### B. Characteristics of Planning

1. It is comprehensive, encompassing all University programs.
2. It has a long-term (five year) perspective while influencing short-term (one-two year) judgments.
3. It employs an understood process.
4. A framework for planning is established by the University administration in consultation with a University Planning Council. That framework describes general themes and directions for the University in the years ahead. It includes assumptions about the conditions and circumstances affecting the University during that period (enrollment projections, funding patterns, etc.). Each annual cycle of planning is based on broad involvement of departments and programs but requires review and judgments at the "planning unit" level (schools, college and administrative divisions). Planning unit recommendations are incorporated into University goals, priorities and decisions through a process involving



the University Planning Council and the University administration. Roles in the process are consistent with responsibilities of the participants.

5. Planning deliberations for a given time period are based on reasonable estimates of the resources that will be available. Estimates should encompass a range that would allow the University to deal with such contingencies as possible decline and reasonable opportunities for growth.
6. Planning judgments are evident in the allocation of the University's available resources.
7. Planning recognizes and accommodates requirements, such as state budget guidelines, that are imposed on the University.

C. Organization for Planning at the University of Montana

1. General Administration of the Planning Process

The Office of the President administers the planning process.

Responsibilities include --

- Final review of and action on all recommendations developed through the planning process.
- Incorporation, to the extent feasible, of the approved recommendations and priorities into the resource use proposals and decisions of the University.
- Coordination of the schedule and activities of planning.
- Provision of staff and logistical support for the process. A planning staff drawn from such areas as budget, institutional research, physical planning and student services will support planning activities.

The Academic Vice President, acting for the President, will coordinate the planning process.



## 2. University Planning Council (UPC)

This council serves as the advisory group on planning matters to the Office of the President. Membership on the council will come from across the University community. Members will be expected to exercise a University perspective in carrying out their responsibilities. (See Appendix A)

The University Planning Council will:

- Critique the planning process and its schedule and make recommendations for improvements.
- Collaborate with the administration in preparing the Framework for Planning document, which is designed to provide creative guidance for the planning process.
- Review and critique planning assumptions, estimates of future resources, and other planning data.
- Review and critique the framework for statements of unit objectives, annual plans, and program reviews.
- Review proposed statements of objectives from planning units.
- Review annual plans from planning units and recommend priority issues for attention in University decision making. In such reviews the UPC will apply established criteria for evaluating plans and assigning priorities.
- Serve as the reviewing body in the University program review system. (see I.D.5 for further elaboration)
- Present the results of its final deliberations as a series of formal recommendations to the Office of the President.

## 3. Planning Units

Planning units are the major academic and administrative units of



the University. Each is headed by an academic or administrative officer. Each planning unit coordinates program with budget.

In the planning process, they are the units that prepare statements of objectives, annual plans, program review reports and budget information.

The planning units are --

College of Arts and Sciences

School of Business Administration

School of Pharmacy and Allied Health Sciences

School of Education

School of Fine Arts

School of Forestry (including MFCES)

Graduate School and Office of Sponsored Programs

School of Journalism

School of Law

Library Services

Center for Continuing Education and Summer Programs

Academic Services (Registrar, Institutional Research)

Fiscal Affairs (includes Physical Plant and University Computer Center)

Student and Public Affairs (includes Student Affairs, University Relations, Alumni, Athletics, Development and Auxiliary Services)

\*ASUM

\*This unit operates with resources other than the general fund income of the University. Because its activities affect the directions of the University, it is important to involve ASUM in planning. At a minimum ASUM should submit statements of objectives and general program plans for UPC review even if their specific budget proposals are handled separately.

NOTE: While the Office of the President is not considered a planning unit, information about the office will be made available to the UPC as part of the planning process.



While planning units are not comparable in either size or scope of programs, such differences will be accommodated in the planning process. For example, requests for additional resources from an enhancement pool would be permitted for amounts generally proportionate to the size of the unit.

#### D. Planning Process and Activities

##### 1. - Framework for Planning

The University administration, in consultation with the University Planning Council, prepares a document establishing a framework for planning. This document is intended to provide guidance and direction for the development of the University in the years ahead. It includes the Role and Scope Statement as a basic premise for planning. That statement provides direction and still permits a process of amendment through the Board of Regents for critical new areas of development not adequately addressed.

An important aspect of the Framework for Planning document is the description of important themes and directions for the University of Montana during the 1980's. These themes attempt to provide clear directions and priority for program improvements and developments. Nevertheless, the theme statements are general, given the diverse nature of the University. President Bucklew's memo notes those themes needing special attention in this planning cycle.

The last part of the framework document outlines working assumptions for planning. This includes important observations about the University and its various "environments". The purpose is to describe the factors affecting our planning efforts. This includes such items



as changing patterns of enrollment, federal funding commitments to higher education and significant shifts in program interest.

## 2. Information for Planning

Planning and decision making require continuing assessment of the financial, political, social and demographic contexts in which the University operates and in which it is projected to operate. Examples of needed information include --

- National studies and recommendations for higher education.
- Projections such as enrollment and budget estimates used for decision making at the state level.
- A range of reasonable estimates of future resources.
- Internal information.

Use of such information ensures that planning results will be generally compatible with available or anticipated resources.

## 3. Strategic (Five-Year) Planning Statements

Each planning unit is required to develop a set of general plans covering a five-year period. The purpose is to convey a sense of the unit's aspirations and forecasts for the five-year period. These statements include proposals for change, reallocation, reductions, and additions. The statement is to be developed in light of the Major Themes for the 1980's (Section III) and the General Assumptions as elaborated in Section VI.

## 4. Annual Plans

Each planning unit annually updates its five-year planning statement. The annual review (1) projects the existing plan five years into the future; (2) provides for an opportunity for amendment or



revision of previous statement; (3) indicates immediate objectives and proposed improvements and modifications of program.

There may be planning cycles where expectations of declining resources will constrain a unit to submit a plan for reductions or reallocation rather than increases. On that occasion, a planning unit may include a supplementary plan proposing program modifications that require additional resources.

The University Planning Council is not limited to consideration of program directions and issues suggested by planning units. After consultation with planning units, the UPC may recommend a modification of strategic plans or specific proposals. Additionally, the planning process invites proposals from established committees on occasion or from ad hoc committees established to review some special issue. The University administration works with the University Planning Council to identify the methods of developing these proposals and studies.

The reports from each planning unit and invited special reports are reviewed by the University Planning Council, which then develops and submits a set of priority recommendations to the Office of the President for review and action.

#### 5. Program Review

The planning process incorporates program assessment by the planning units as a part of the evaluation for planning decisions. Rather than attempting to superimpose an elaborate program review structure, the focus is on: (1) requiring self assessment and internal review by the nature of information requested for the planning process; and (2) incorporating existing review mechanisms (such as accreditation) into planning



information. On occasion, review will come via an invited proposal or special report.

The Planning Council recommended in 1982 that the Associate Vice President for Research and Graduate Programs (working with the Graduate Council) undertake an institution-wide assessment of graduate programs and direction. This review is to supplement the specific work of planning units. The review will evaluate current graduate program scope and offer guidance for changes in current programs and possible directions for new program development.

#### 6. Decision Making

The products of the planning process -- themes, unit objectives, annual plans and review reports -- are designed to guide institutional judgments and decisions. Most major decisions about program additions, deletions and modifications should be outgrowths of the planning process. Areas for special attention should be identified through planning. Major features of budget recommendations and final budget allocations should reflect planning judgments to the extent possible.

The purpose of planning is not to make every decision by an intricate bureaucratic process. Obviously, there will be unexpected critical issues to be faced, and opportunities will present themselves without adequate notice. In general, though, effective planning can preempt the need for ad hoc reactions by providing a set of thoughtfully developed priorities to guide decision making.

#### 7. Implementation

Once underway, the planning process needs to be treated as a dynamic, evolving activity. Needed improvements will become evident, so flex-



ibility will be necessary. The UPC and planning unit administrators are asked to critique developments periodically to ensure a responsive and effective planning process.

#### 8. Special Reports and Invited Proposals -- 1982-83

There are seven special reports or invited proposals that are to be considered by the University Planning Council as part of the 1982-83 planning cycle. A brief description of each project is presented below:

- a. General Education - The UPC funded a one-year study of general education. The review will be carried out under the guidance of the Office of the Vice President for Academic Affairs. Faculty of the campus will play a dominant role in this assessment of the general education program. The special task force will prepare a report and recommendations. The report will be submitted to the Vice President. The Academic Standards and Curriculum Review Committee and the Faculty Senate will be responsible for formal consideration of any curricular changes. The University Planning Council is vitally interested in this project and will review the report and consider its implications for institutional direction and resource allocation.
- b. Physical Plant Charge-Back - The UPC received an invited proposal on this topic in 1981-82. There continues to be much interest in changing the current system so that physical plant services are funded directly and not through charges for service to general fund units. The previous proposal for changing the current system was not satisfactory. The Vice President for Fiscal Affairs is asked to present a new proposal on this topic.



- c. Night School Program - The UPC funded a planning study for development of an expanded evening program at the University. This is considered a high priority and one deserving careful planning. The report is to be submitted in a timely manner; one that will permit implementation as early as the Fall of 1983.
- d. Organization of the University's Life Sciences - The Vice President for Academic Affairs will establish a Study Committee to assess the current organization of the Life Sciences programs at the University. The study is to assess the current structure and propose ways to improve the organizational arrangements in this area.
- e. University Broadcasting - With the advent of the new building for Performing Arts and Radio-Television, it is imperative that effective planning be accomplished for University efforts in broadcasting. The President will establish a Study Committee to review issues of broadcasting for the University. They will evaluate opportunities in this area as they relate to academic programs, performances, public service and information. The Committee will be asked to view options and strategic opportunities from a University-wide perspective.
- f. The Cost of Reclassification, Sick and Annual Leave Payoffs - The current approach to these costs is to levy an assessment against the operating units of the University. The President will request a staff study from appropriate administrators (Fiscal Affairs, Budget, and Personnel) to analyze the advantages and disadvantages of the current approach, explore alternative



approaches, and estimate the projected costs of these transactions to University budgets in the next biennium. The study will assess current practices and alternatives in light of 1) budget control, 2) personnel development, and 3) responsible planning. The report will be made available to the UPC and planning unit heads for advice and reaction.

- g. Interdisciplinary Opportunities - Planning units are encouraged to submit interdisciplinary proposals as part of their Form 1 and Form 2 plans. However, two or more planning units (or in the case of the College of Arts and Sciences, two or more departments, with explicit support of the Dean) may join together to forward a brief proposal to the UPC for support from the enhancement pool. These proposals should be no more than a page in length. Proposals should specify 1) need that will be served, 2) objectives to be achieved, 3) numbers of students affected, and 4) how enhancement funds would be used. These proposals should be addressed to the Office of the Academic Vice President, and must be received no later than January 21, 1983. These proposals will not count against the 3% limit otherwise imposed on a planning unit's request for enhancement funds. After a preliminary screening in late January, the UPC may invite a fuller elaboration of selected proposals. Final UPC recommendations will be made in the context of enhancement proposal considerations in April and May.



## Appendix A

### UNIVERSITY PLANNING COUNCIL

The University Planning Council is constituted to achieve a broad, University-wide perspective, and council members will be expected to operate from this perspective rather than as representatives of a constituency. The council will be chaired by the Academic Vice President. The inclusion of five student members fulfills the University's contractual commitment.

Council members will serve annual terms with three consecutive appointments being the normal maximum. The committee's membership will be reviewed annually, and approximately one-third of the appointments will be of new members. These guidelines will be applied in a manner that will meet the need for stability and continuity.

Membership will include --

- 5 faculty members, appointed by the Executive Committee of the Senate (ECOS) to include at least one member of ECOS. At least one and normally two of the five will be new appointments each year.
- 2 faculty members appointed by the President after consultation with the deans, ECOS, and the University Teachers' Union (UTU).
- 2 staff members, one appointed by the Staff Senate and one appointed by the President after consultation with staff organizations and appropriate administrators.
- 3 undergraduate students appointed by the Associated Students of the University of Montana (ASUM).
- 2 graduate students appointed by ASUM.
- 2 planning unit heads or other administrators (normally one dean and one administrator) appointed by the President.



# FRAMEWORK FOR PLANNING

## II. Role and Scope



## II. ROLE AND SCOPE OF THE MONTANA UNIVERSITY SYSTEM\*

In this report we do not, as some have urged, ignore 85 years of history and speculate on how one would redraw the higher education map of Montana if we were free to start anew. The histories of our campuses are closely intertwined with the histories of communities, regions and the state, and with the lives of generations of students and those who serve them. We have discovered that we can no more abandon this history than we could abandon the accidents of state boundaries. We must be concerned with how we can most creatively and efficiently use the higher education resources which we now have in order to serve Montana and the nation. As set forth in our state constitution, all Montana's citizens should have ready access to higher education of good quality and of relevance to their purposes, interests and abilities.

### General Purpose

The primary goal of the Montana University System is to use as effectively as possible the resources available to it in providing high quality and diverse educational opportunities and service to the people of Montana. The University System encompasses the three traditional functions of a University -- instruction, research and public service -- and strives for excellence in all three areas.

The Board of Regents recognizes that these goals can be met most effectively through the maintenance of a coherent, integrated University System in which the

\*The Regents adopted the Role and Scope Statement in July, 1979. In October, 1982, the Board decided:

1. That the Role and Scope document should be updated to reflect Board actions since 1979 which, in effect, changed the original document.
2. That there should be a systematic review of programs in business, computer science and allied health.



various campuses complement one another and are fully responsive to the central authority of the Board of Regents and Commissioner of Higher Education, through the Presidents of the six units.

Under the Constitution of the State of Montana, the governance and control of the Montana University System are vested exclusively in the Board of Regents of Higher Education which has full power, responsibility, and authority to supervise, coordinate, manage and control the Montana University System. The Board of Regents appoints a Commissioner of Higher Education as the chief administrative officer of the Montana University System.

The management of each unit in the University System is vested in the established governance structure, comprised of the president as the chief administrator, and various boards, committees, councils and other constituencies.

To the maximum extent feasible, the campuses will coordinate activities, share resources and enter into collaborative programs toward the ends of improving quality, extending opportunity, avoiding unnecessary duplication and preventing non-essential escalation of costs. The Board of Regents assumes continuing responsibility to review existing programs, explore new program needs, and, where appropriate, establish new programs, relocate programs and terminate programs. The Commissioner and his staff, under delegation of broad administrative authority from the Regents, will work with the campuses to promote the development of relationships between and among them which will provide better educational opportunities for the citizens of the state and nation and ensure the most effective and responsible use of resources.

The primary mission of all campuses, taken together, is to provide high quality educational programs. The goal of these programs is to develop the abilities of students and to provide a base for continued growth after formal



education has ended. The Montana University System emphasizes that in the course of this development, each student should discover and then realize his or her full potentialities. Educational programs should stimulate critical analysis, clear and effective communication, and the creative process. In addition to vocational, professional and pre-professional education, students should also broaden their cultural horizons by contact with the creative arts, sciences and humanities, and achieve an understanding of the political, social, economic and ethical problems of the contemporary world and the relation of their studies to these problems.

Each campus should hold to the principle that a community of scholars and teachers can achieve its goals only if it maintains an atmosphere conducive to free inquiry, unfettered exploration of the unknown, and honest examination and evaluation of hypotheses and accepted bodies of knowledge.

A special mission of the two universities is to provide state, regional, and in some cases national leadership in the exploration and discovery of new knowledge; to impart such knowledge to students; and where appropriate to apply research findings to the solution of the state's problems. Faculty at the four colleges should also be encouraged to engage in creative and scholarly activity, and should be rewarded for professional achievements beyond classroom teaching.

#### Missions of the Individual Campuses

The Montana University System comprises six units, each with a distinctive role and character, and each with a responsibility for providing excellence in its service to the citizens of Montana. The primary responsibility of all six units is to provide quality undergraduate education. Considerable differentiation will remain among them respecting graduate education, research and public service.



The scope of the programs offered is broadest at the undergraduate level and more restricted at the graduate and professional levels. The two universities share authority to award the doctorate, and the four colleges may participate in collaborative doctoral programs with either the University of Montana or Montana State University.

The System cannot be all things to all people and will not attempt to offer all possible programs. Student access to some specialized, graduate and professional programs will be offered through cooperative arrangements between and among units with the System, as well as through cooperative interstate agreements. From this it follows that no single unit of the System will offer a full complement of programs and that, at the present level of educational technology in Montana, no location in the state can expect to be serviced with all available programs. The transfer of undergraduate credits, therefore, should be accepted between all units within the University System.

Research on each campus supports both the instructional programs and public service activities, with a particularly strong interaction between graduate instruction and research. Areas chosen for special research emphasis are identified on the basis of the historical mission of the institution, the needs of the state and region, and unique facilities or opportunities that are available. Every faculty member is expected to show evidence of creative activity appropriate to his professional field and assignment.

The extension, continuing education and public service activities of the University System provide educational activities and service to the people of the state. Each unit offers continuing education courses and services activities only in fields that are within the defined role and scope of the institution and in which adequate expertise is available to assure the quality of the program.



The units of the Montana University System shall maintain in their present continuing education activities and strengthen cooperative efforts among the six campuses and the community colleges and private colleges. These activities are coordinated through the Commissioner's Office so that the total needs of the state can best be met at a minimum cost.

The Board of Regents also recognizes the contribution that the private colleges and the community colleges make in providing quality and diverse educational opportunity and service to the people of Montana. Although neither is considered part of the University System, the Board is cognizant of their programs which complement and enrich higher education in the state.



## University of Montana

The University of Montana was chartered by the Montana Legislature on February 17, 1893, and opened officially on September 11, 1895, with five faculty members and fifty students. Today it is a comprehensive, multi-purpose university with about 8,500 students and 400 faculty members. It offers more than forty major programs of study and about fifteen interdisciplinary programs at the undergraduate level, master's degree programs in more than forty fields, and the Ph.D. degree in ten: botany, chemistry (including biochemistry), forestry, geology, history, mathematics, microbiology, psychology, sociology and zoology. It also offers the Doctor of Education degree and a graduate professional degree (Juris Doctor) in law.

The academic core of the University is its College of Arts and Sciences, in which about two-thirds of the undergraduate students are enrolled. Complementing the college's programs, and dependent upon the college for the broad educational base on which specialized studies are founded, are the Graduate School and seven professional schools: Business Administration, Education, Fine Arts, Forestry, Journalism, Pharmacy and Allied Health Sciences, and Law.

The University should extend its schedule of course offerings on campus to provide an opportunity for non-traditional students in Missoula to gain access to its programs. The University of Montana should continue to offer continuing professional education (CPE) in business, clinical psychology, communication sciences and disorders, forestry and wildlife management, law, pharmacy, physical therapy and social work throughout the state. In education, gerontology, the humanities, and journalism, the University should maintain and expand its service, primarily in the western region. In cooperation with Montana State University,



the University should maintain its extensive CPE Program for allied health personnel and physicians in western Montana. The University also offers a summer program to provide opportunities for enrichment, acceleration, and remediation for traditional students, and to serve other students who cannot attend during the fall, winter, or spring.

The University of Montana has a strong mandate to maintain active research programs, and all faculty members are expected to engage in research or creative activity. Research activity is particularly strong in the humanities, social and behavioral sciences, physical, biological and biomedical sciences, and forestry. In addition to research facilities within schools and departments, the University maintains a number of specialized laboratories, institutes and research facilities. Among these are the Yellow Bay Biological Station, Montana Forest and Conservation Experiment Station, Animal Behavior Laboratory, Institute for Social Research, Lubrecht Forest facilities for research and teaching, Wood Chemistry Laboratory, Bureau of Government Research, Bureau of Business and Economic Research, Bureau of Educational Research and Services, Stella Duncan Memorial Institute for Biomedical Research, Water Resources Research Program, Geology Field and Research Station at Dillon, the Speech, Hearing and Language Clinic, Montana Criminal Law Information Research Center and Montana Defender Project, Earthquake Laboratory, the Computer Center, the Environmental Studies Laboratory of the Botany Department, and the Wilderness Institute.

The University of Montana has primary responsibility for graduate instruction in business, the arts, humanities, social science and behavioral science, and shares this responsibility in the physical and biological sciences and the allied health professions. The programs in law, forestry, pharmacy, journalism, physical therapy and communication sciences and disorders are unique in the



University System.

The University of Montana generates and imparts knowledge, cultivates the desire for rational inquiry, and encourages intellectual discipline and individual diversity that fosters dialogue between professional schools and academic disciplines, sciences and humanities, theorists and practitioners. The University historically has been the center of liberal education in Montana and should be supported in its efforts to perpetuate a rich academic tradition which for decades has constituted a special and unusual asset to Montana and the Rocky Mountain West, and has given the University its special character within the Montana University System.\*

\*The complete Role and Scope document is available for review in the Office of the Academic Vice President



FRAMEWORK FOR PLANNING  
III. Major Themes for the 1980's



### III. MAJOR THEMES FOR THE 1980'S

The following statement of major themes serves to articulate a shared sense of the mission of the University of Montana for the 1980's. The themes are designed to be used as goal statements to guide the University's planning process. Specific objectives or proposals generated through the planning process will be evaluated in light of their congruence with these major themes. The successful achievement of the mission of the University of Montana during the decade of the 1980's is predicated upon a commitment to community within and among the faculty, students, administration, staff, alumni and friends of the University. Commitment to community is the capstone which will enable the vision expressed in these major themes to become a reality.

#### Theme 1

The University of Montana community shall identify and support, as the cornerstone of its central educational mission, those experiences which provide its students with the knowledge and skills which are the essence of a liberal education. To this end, the University is committed to further development of the general education program for all undergraduate degree students that stimulates them 1) to develop the capacity for written, oral and mathematical communication; 2) to experience a wide scope of fields of knowledge; 3) to appreciate critically their own culture and behavior, as well as the cultures and behaviors of others; 4) to make sound and informed value judgments; and 5) to think effectively and integrate knowledge.

#### Theme 2

The University of Montana community shall enhance the quality and the scope



of its undergraduate and graduate professional programs. The hallmark of such programs shall be their timely and innovative response to the needs of society, the interests of students, and the maintenance of the highest standards of the various professions. The professional programs also shall be encouraged to develop options for minors and/or cognate courses of study as viable opportunities for undergraduate and graduate students.

### Theme 3

The University of Montana community shall encourage the development of applied options within liberal arts, fine arts and sciences degree programs. The purpose is not to replace traditional courses of study, but rather to expand the range of student options within given fields. Current resources will form the base for most of these developments. Interdisciplinary opportunities will be encouraged.

### Theme 4

The University of Montana community shall strive to improve the research and creative efforts of its faculty, students, research staff and administration. This will require a concerted evaluation of current resources, increased focus on interdisciplinary cooperation, and strategic planning within the context of new federal, state and private sector priorities. The University needs to reinforce its commitment to support its research services as a way of encouraging research activity during a period of difficulty in obtaining external support. The University will increase efforts at all levels to recognize and reward effective research and creative endeavors. Concomitantly, there will be an increased expectation of research and creative activity as part of the regular contribution of faculty at the University.



#### Theme 5

The University of Montana community shall maintain and enhance the viability of its graduate programs. Development of new graduate programs or retention of current programs should be critically evaluated in the context of the needs of the students, the expectations of society, the ability to maintain standards of excellence, and the effective and efficient use of the University's resources. Development of interdisciplinary and professional masters' programs will be a center of focus during the 1980's. In the University's smaller doctoral programs, emphasis will be placed on the use of tutorials and/or other instructional methods designed to ensure the quality of the candidate's doctoral experience.

#### Theme 6

The University of Montana community shall broaden the concept and the scope of its service to the citizens of Montana and the Northern Rocky Mountain region. The University, through its various fine arts programs, its radio and TV activities, its historical archives and library holdings, its programs in literature, creative writing, etc., should become a regional center of cultural excellence. Through its various sciences and professional programs, the University should expand its sphere of service to the people of Montana and the region. Finally, the University should seek to address the critical economic, social and political issues facing Montana's citizens in the 1980's by expanding its role as an informed and objective resource center.

#### Theme 7

The University of Montana community shall develop comprehensive, life-long learning strategies which extend a broader range of educational opportunities to



non-traditional students. Opportunities for such students to complete degree programs or take individual credit courses will be significantly expanded through the establishment of a comprehensive night program for the UM campus and through the development of selective higher education centers in key locations in Montana. The University will encourage cooperative programs with other units of the Montana University System. The development of such programs will provide the citizens of the community, the state and the region with access to the rich array of the University's resources and programs.

#### Theme 8

The University of Montana community shall foster cooperative relationships within the international community through 1) the improvement and measured expansion of the University's international students' programs; 2) the timely modification of curricula which will serve as a guide to students in the world community of the twenty-first century, and 3) the increased interchange of human and technical resources with international and/or national organizations, groups, or individuals. A first area of endeavor will be to establish relationships with institutions of higher education in other nations to facilitate the exchange of faculty and students. The University will develop a plan to ensure that international student enrollment is dispersed across program areas and is representative of many countries.

#### Theme 9

The University of Montana community shall develop a sound, diversified program of private support for the University which incorporates the effective coordination of the development, alumni and outreach efforts of the institution. This effort recognizes the potential decline of federal programs



supporting instructional, research and student financial aid activities. The University program for private support will emphasize the critical importance of a private and public partnership to ensure the continuance of a "margin of excellence" for the University's programs. This development will coincide with continued emphasis on the efforts to increase the state support base for Montana higher education.

#### Theme 10

The University of Montana community shall provide critical academic support services which enable individual students 1) to identify and achieve appropriate educational goals; 2) to increase their desire for self-directed learning; 3) to develop a sense of self-esteem and confidence, and 4) to develop their leadership potential for the greater good of Montana and the nation. Maintenance and enhancement of its library system, academic advising and retention system, honors programs, instructional services and media programs, computer systems, etc., should better enable the University to accomplish its institutional goals of effective teaching, research and service. Additionally, cooperative efforts by Montana high schools and the University of Montana to improve academic preparation for and access to post-secondary opportunities will provide the basis for an important partnership for the 1980's.

#### Theme 11

The University of Montana community shall provide a comprehensive, coordinated system of programs, services and activities that are responsive to the social, cultural, intercollegiate athletic and recreational needs and interests of its students. These programs, services and activities also should be readily accessible to faculty, administration, staff, alumni and friends of the University.



#### Theme 12

The University of Montana community shall encourage an effective range of institutional support services. These services will be designed to provide an environment that is conducive to the program efforts of the institution. Emphasis will be placed on responsive services, streamlined policies and procedures, sound management and professional quality support programs.

#### Theme 13

The University of Montana community shall develop a plan for space utilization and the effective use of all facilities. Restoration or renovation of existing facilities rather than new construction will be a major goal. Priority decisions will be based upon creative use of existing space, multiple facility-use proposals, and evidence of major operating cost and energy reductions or potential to improve dramatically the quality of instruction or research. As the University is primarily a residential institution, provision for a clean, healthy and safe campus environment also must remain a dominant concern.

#### Theme 14

The University of Montana community shall develop an effective administrative system which facilitates the comprehensive mission of the University through systematic planning, responsive leadership, participative decision-making processes, sound fiscal management, relevant program evaluation and careful accountability of the public trust. Effective and efficient administration of the University as a complex organization will further require 1) an in-depth assessment and consolidation of current administrative policies and procedures, and 2) a continued commitment to comprehensive planning as the optimal way to accomplish the mission of the University.



### CRITERIA FOR SPECIFIC PROPOSALS

In its formal recommendations to the Office of the President, the University Planning Council will be asked to judge program objectives and requests for resources against the template of these major themes. In addition, the following criteria will be used as operating standards to evaluate specific proposals:

1. Effective accomplishment of the primary teaching, research, and/or service roles of the University.
2. Impact on the quality of University activities.
3. Long-range benefits to the University community.
4. Impact on professional development of University personnel.
5. Impact on admissions or retention.
6. Increased income or reduced costs.
7. Effective utilization, including reallocation, of existing personnel and other resources.
8. Interdisciplinary cooperation.
9. Maintenance of effective and efficient support systems for University activities.
10. Impact on the quality of the students' University experience.



# FRAMEWORK FOR PLANNING

## IV. Implementation of Planning



#### IV. IMPLEMENTATION OF PLANNING

##### A. PREPARATION OF PLANNING MATERIALS

The importance of the planning process to the viability of the University of Montana cannot be overemphasized. The results of the process will have significant impact on the full range of the University's decisions about programs, personnel, resource allocation, space distribution, capital projects, etc. Because it is an evolving process, there will be areas needing improvement. Every effort will be made to be flexible. Your cooperation is necessary and your advice welcome.

One aspect of this planning effort is the enhancement pool to be used for investment in priority program activities for 1983-84. The University Planning Council will be recommending project support from a pool which is tentatively established at \$350,000 to \$400,000. This represents slightly more than one percent of the base operating budget of the University. Final decisions on the pool may be contingent on the legislative appropriation and various collective bargaining negotiations. Each planning unit will be authorized to make request(s) equal to three percent of its 1982-83 beginning budget. The President's Office will provide each planning unit with a total dollar amount for potential planning unit requests. This should permit a reasonable opportunity for substantive requests to be considered and still provide an outside parameter for the process. Some planning units or other groups will be invited to submit specific proposals by the Office of the President. In those cases the three percent limitation may not apply.



## GUIDELINES

Planning information from each unit is to be submitted by completing the PROGRAM SCOPE AND GENERAL PLANS and the RESOURCE REQUEST forms for each program request. Copies of these forms are included in this section. The following guidelines on general resource matters should be considered in the formulation of planning unit requests.

### 1. Personal Services

In the area of personal services, planning unit administrators ought to assume a current FTE for next year. This does not preclude internal reallocation, in fact, this is encouraged. It does mean that any personal service additions must be made through planning unit requests.

More specifically in the area of teaching faculty staffing, and teaching assistant allocation, the Planning Council will be reviewing and advising on the current approach (the student/faculty targets for the College and the Schools) this fall. It is anticipated that the Academic Vice President will announce the approach to allocation for next year by December. By January, the allocation decision will be available to the Deans.

It is tentatively assumed for planning purposes that overall enrollment next year will be equal to this year's enrollment, but that assumption may be modified by the Task Force on University System Enrollment (a cooperative effort of the Commissioner of Higher Education, the Governor's Office of Budget and Planning, and the Legislative Fiscal Analyst). Regardless of student/faculty ratio target considerations, any academic unit may seek additional faculty positions through the enhancement pool. The teaching assistant budget (technically part of the faculty FTE) will be allocated by the Associate Vice President for Research and Dean of the Graduate School.



In all other personnel areas -- unless there has been permanent internal reallocation -- the number of positions will continue at the 1982-83 beginning budget level. Again, enhancement pool requests may be submitted in these areas.

There is no need for planning unit heads to submit requests for salary increases in any category. These increases will be funded in accord with contractual provisions, collective bargaining agreements and the Montana University System guidelines.

The proposed budget includes projected salary savings to be generated within the University by turnover. Accordingly, salary savings in all personnel areas will revert to a central pool. Further, the budget does not include any allocations for reclassifications or annual and sick leave payoffs. These will be absorbed in delayed hirings or internal reallocation. This arrangement has been in effect since 1981-82 and will continue through 1983-84.

## 2. Operations

An increase of six percent is tentatively assumed for the operations base of all units (that is the figure provided in the executive budget guidelines). Again, as in the case of personal services, planning unit administrators are encouraged to reallocate operations resources. Any operations request above the six percent must be made as an enhancement pool unit request to the UPC for review and recommendation.

Planning units will not have to request increases in funds for computer usage. Once the Computer Center's budget is approved, allocations to units will be based on prior usage, rates of growth, etc. As always, priorities for development projects should be submitted to the Computer Center. Campus-wide priorities will be determined by the Office of the President



after consultation with the UPC and other advisory groups.

3. Capital

The 1983-84 budget will assume a six percent increase for library acquisitions. It is assumed that there will be an equipment budget of \$318,000 allocated for routine equipment purchases. Supplemental guidelines for submitting requests for the equipment allocation will be sent to planning unit heads.

4. Accountability Reports

Those planning units which received enhancement pool allocations in the last planning cycle will be requested to forward a report on actual use of pool funds. The format for the report and deadline will be decided by UPC.

If you have any questions, please address them to your planning unit administrator. If necessary, those individuals will contact the Office of the Academic Vice President which exercises the overall coordinating responsibility for the planning process for the Office of the President.



IV. B. PLANNING FORM 1

PROGRAM SCOPE: GENERAL PLANS

Planning Unit \_\_\_\_\_

1. Program Description Provide a brief description of current programs and service. If your 1982 submission is still accurate, please indicate and resubmit that document. Please note substantial changes. Please be concise.

2. Strategic (Five-Year) Planning Statement This statement should encompass five-year goals and specific steps for achieving those goals as well as explicit assumptions about decline, stabilization, or increase in the level of program activity. The purpose of this section is to convey a sense of what the unit aspires to do or be in five years with particular reference to the Major Themes for the 1980's, and to give specific plans for moving in that direction.



3. Immediate Objectives Describe the specific plans proposed for 1983-84. This statement will establish a context for proposals for support from the enhancement pool. Explain how these objectives are designed to work toward the five-year goals described in number 2.

4. Reallocation A key assumption of the University planning process (see Section VI, General Assumptions) is that most new efforts will come from reallocation rather than additional resources. Planning units should assume that the UPC will be particularly sympathetic to units which demonstrate a willingness (by explicit statement) to reallocate resources to support partially or in full new endeavors. The unit should document here actual reallocation in the last two years as well as list the extent of reallocation it is prepared to make in the next planning cycle. Be specific as to resources freed as a result of reallocation and proposed new use.



IV. B. PLANNING FORM 1  
PROGRAM SCOPE; GENERAL PLANS  
Page 3

5. Program Review Information List materials (self-study documents, accreditation reports, graduate reviews, etc.) which relate to review of program(s) in the unit in the last two years. These materials should be available for forwarding to UPC should the Council request. Describe the processes used in the unit for evaluating the effectiveness of your program.



PLANNING FORM 2

RESOURCE REQUEST

This form should be completed for each specific proposal being submitted by the planning unit.

Planning Unit \_\_\_\_\_

Program Area \_\_\_\_\_

Proposal \_\_\_\_\_

Priority for Planning Unit (if multiple requests come from a planning unit, they must be ranked) \_\_\_\_\_

Budget Category: Personal Services \_\_\_\_\_ Operations \_\_\_\_\_ Capital \_\_\_\_\_

Budget Adjustment: Base \_\_\_\_\_ One Time Only \_\_\_\_\_ Amount \_\_\_\_\_

1. Proposal Description Provide a description of the proposal indicating how it contributes to the enhancement of the unit's program. The description is to include a statement of how the proposal accomplishes the themes for the University presented in the Format for Planning document. Specify the demonstrable benefits to the University. Please be concise.



PLANNING FORM 2  
RESOURCE REQUEST  
Page 2

2. Resources Describe the resources the unit will commit to the proposal.

3. Evaluation Propose outcomes or results from implementing this program. How can they be assessed and what approach to evaluation is proposed? Your evaluation format will be applied to successful enhancement proposals as part of the accountability requirement of planning.



#### IV. C. PLANNING SCHEDULE

##### October 1982

- Planning Workshop for Planning Unit Heads and University Planning Council Members - October 7, 1982.
- Framework for Planning document revision initiated by executive staff, draft received by UPC, and final document prepared.

##### November - Early December 1982

- Decision on special task forces, invited proposals and special reports.
- Framework document circulated to Planning Units.
- UPC reviews faculty allocation approach (student-faculty ratio targets) and has opportunity to make recommendations to Administration; also studies enrollment projection, budget information, etc.
- Planning Units begin working on FORM 1.

##### January 1983

- Planning Units submit FORM 1 to UPC no later than January 21.
- Interdisciplinary proposals forwarded to Academic Vice President by January 21.
- UPC begins review of FORM 1 and interdisciplinary proposals and develops a schedule for response (oral and written) back to Planning Units.

##### February 1983

- Response to FORM 1 completed.

##### March 1983

- FORM 2 submitted to UPC no later than March 18.
- UPC begins review of FORM 2.

##### April 1983

- UPC reviews FORM 2.



## May 1983

- First Week - UPC completes review and final ranking of FORM 2 requests.
  - UPC develops preliminary draft of report to the President which includes:
    - a summary of major program directions which have emerged from the strategic planning process.
    - a recommended list of priority considerations for funding from the enhancement pool.
    - issues and concerns requiring additional attention and analysis.
- Late May - The Office of the President issues a final University Planning Report based on the preliminary report by the UPC. The priorities of the report are incorporated into budget plans for 1983-84.
  - The President submits the University Planning Report to the Commissioner of Higher Education and the Board of Regents for their information.

## June 1983

- The operating budget for the University, incorporating planning decisions, is submitted to the Board of Regents for approval.



# FRAMEWORK FOR PLANNING

## V. Budget Information



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

		1980-81		1981-82		1982-83	
		<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>College of Arts &amp; Sciences</u>							
1001	Anthropology						
	Personnel	8.10	164,704	8.09	187,781	8.08	209,556
	Operations		<u>7,560</u>		<u>8,315</u>		<u>9,003</u>
	Total		172,264		196,096		218,559
1003	Bio. Station						
	Personnel	1.41	20,267	1.40	21,886	1.22	23,892
	Operations		<u>14,067</u>		<u>18,975</u>		<u>19,850</u>
	Total		34,334		40,861		43,742
1004	Botany						
	Personnel	13.04	264,532	12.23	267,597	12.73	306,459
	Operations		28,894		31,780		33,250
	Lease/Purchase		<u>1,535</u>		<u>1,535</u>		<u>1,535</u>
	Total		294,961		300,912		341,244
1006	Chemistry						
	Personnel	17.76	372,767	18.20	441,010	18.36	492,570
	Operations		<u>49,016</u>		<u>53,920</u>		<u>55,883</u>
	Total		421,783		494,930		548,453
1007	Comm. Sci. & Dis.						
	Personnel	10.68	206,833	10.66	234,278	10.65	262,047
	Operations		11,570		14,150		16,072
	Lease/Purchase		<u>-0-</u>		<u>1,078</u>		<u>1,628</u>
	Total		218,403		249,506		279,747
1008	Computer Science						
	Personnel	6.05	115,197	8.15	196,913	9.13	227,925
	Operations		<u>10,858</u>		<u>14,585</u>		<u>18,456</u>
	Total		126,055		211,498		246,381
1009	Core Biology						
	Personnel	.50	9,522	.50	10,453	.50	12,135
	Operations		<u>3,300</u>		<u>3,830</u>		<u>3,830</u>
	Total		12,822		14,283		15,965



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

		1980-81		1981-82		1982-83	
		<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>College of Arts &amp; Sciences (cont'd)</u>							
1012 Economics							
Personnel	9.99	198,913	9.99	237,245	9.98	265,874	
Operations		<u>6,004</u>		<u>7,005</u>		<u>8,051</u>	
Total		204,917		244,250		273,925	
1013 English							
Personnel	21.82	442,920	22.06	500,308	22.06	561,888	
Operations		<u>11,217</u>		<u>12,340</u>		<u>13,693</u>	
Total		454,137		512,648		575,581	
1015 Foreign Language							
Personnel	25.18	474,785	25.28	533,336	24.16	567,292	
Operations		<u>9,286</u>		<u>17,115</u>		<u>18,650</u>	
Total		484,071		550,451		585,942	
1018 Geography							
Personnel	8.06	152,701	8.05	169,045	8.04	189,457	
Operations		<u>6,739</u>		<u>8,415</u>		<u>9,170</u>	
Total		159,440		177,460		198,627	
1019 Geology							
Personnel	17.58	352,528	18.32	452,198	18.56	478,299	
Operations		36,946		41,140		44,040	
Lease/Purchase		<u>1,258</u>		<u>525</u>		<u>-0-</u>	
Total		390,732		493,863		522,339	
1022 History							
Personnel	15.03	314,715	14.53	344,626	14.52	367,602	
Operations		7,373		6,098		7,188	
Lease/Purchase		<u>-0-</u>		<u>3,212</u>		<u>3,212</u>	
Total		322,088		353,936		378,002	
1026 Humanities							
Personnel	3.50	64,790	3.50	73,222	3.50	81,326	
Operations		<u>2,009</u>		<u>3,910</u>		<u>4,179</u>	
Total		66,799		77,132		85,505	



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

		1980-81		1981-82		1982-83	
		<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
College of Arts & Sciences (cont'd)							
1028	INCO						
	Personnel	6.53	117,522	7.51	149,378	7.50	165,339
	Operations		<u>7,700</u>		<u>8,970</u>		<u>9,800</u>
	Total		125,222		158,348		175,139
1030	Linguistics						
	Operations		375		415		415
1032	Mathematics						
	Personnel	20.76	462,966	20.88	545,352	25.11	664,125
	Operations		<u>14,863</u>		<u>16,850</u>		<u>20,700</u>
	Total		477,829		562,202		684,825
1033	Military Science						
	Operations		2,530		1,850		1,900
	Equipment		<u>-0-</u>		<u>700</u>		<u>-0-</u>
	Total		2,530		2,550		1,900
1035	Native Amer. St.						
	Personnel	4.09	68,082	4.09	76,098	4.08	84,106
	Operations		<u>6,110</u>		<u>7,270</u>		<u>8,060</u>
	Total		74,192		83,368		92,166
1038	Philosophy						
	Personnel	11.51	219,976	11.48	247,401	11.46	273,308
	Operations		<u>5,476</u>		<u>6,625</u>		<u>7,400</u>
	Total		225,452		254,026		280,708
1039	Physics & Astronomy						
	Personnel	7.23	151,027	7.20	170,066	7.25	189,640
	Operations		<u>11,577</u>		<u>12,735</u>		<u>13,408</u>
	Total		162,604		182,801		203,048
1040	Political Science						
	Personnel	9.29	184,955	9.28	209,554	9.28	232,979
	Operations		<u>6,400</u>		<u>10,240</u>		<u>11,140</u>
	Total		191,355		219,794		244,119



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

		1980-81		1981-82		1982-83	
		<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
College of Arts & Sciences (cont'd)							
1041	Psychology						
	Personnel	22.77	433,785	23.71	505,815	23.54	568,563
	Operations		27,948		31,745		36,500
	Lease/Purchase		<u>1,344</u>		<u>1,344</u>		<u>224</u>
	Total		463,077		538,904		605,287
1044	Religious Studies						
	Personnel	7.19	151,520	7.17	179,382	7.15	201,595
	Operations		6,488		7,488		8,850
	Lease/Purchase		<u>3,013</u>		<u>3,013</u>		<u>3,008</u>
	Total		161,021		189,883		213,453
1046	Social Work						
	Personnel	5.00	108,056	6.00	131,586	6.00	148,218
	Operations		<u>5,675</u>		<u>6,790</u>		<u>8,050</u>
	Total		113,731		138,376		156,268
1047	Sociology						
	Personnel	13.39	274,520	12.62	283,856	12.61	319,076
	Operations		<u>12,866</u>		<u>14,155</u>		<u>15,455</u>
	Total		287,386		298,011		334,531
1048	Writing Project						
	Personnel		-0-	1.96	28,000	1.88	30,100
	Operations		<u>-0-</u>		<u>2,000</u>		<u>2,000</u>
	Total		-0-		30,000		32,100
1049	Zoology						
	Personnel	16.21	276,668	15.66	297,842	15.41	335,815
	Operations		29,376		32,315		33,784
	Lease/Purchase		<u>883</u>		<u>883</u>		<u>737</u>
	Total		306,927		331,040		370,336



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

		1980-81		1981-82		1982-83	
		<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
College of Arts & Sciences (cont'd)							
1050 Dean CAS Reserve							
Personnel	2.22		37,000		-0-		-0-
Operations			8,133		52,682		42,382
Equipment			<u>-0-</u>		<u>-0-</u>		<u>1,241</u>
Total			45,133		52,682		43,623
1084 EVST							
Personnel	2.02		34,171	2.52	53,281	3.06	68,655
Operations			<u>4,150</u>		<u>4,965</u>		<u>5,465</u>
Total			38,321		58,246		74,120
1101 SPABBA							
Operations			33,354		-0-		-0-
1214 Dean - Arts & Sciences							
Personnel	4.00		84,692	3.83	95,136	4.33	116,311
Operations			<u>5,511</u>		<u>6,060</u>		<u>9,223</u>
Total			90,203		101,196		125,534
TOTAL - COLLEGE OF ARTS & SCIENCES							
Personnel	290.91		5,760,114	294.87	6,642,645	300.15	7,444,152
Operations			393,371		464,733		495,847
Lease/Purchase			8,033		11,590		10,344
Equipment			<u>-0-</u>		<u>700</u>		<u>1,241</u>
TOTAL	<u>290.91</u>		<u>6,161,518</u>	<u>294.87</u>	<u>7,119,668</u>	<u>300.15</u>	<u>7,951,584</u>

Business Administration\*

1051 Accounting & Finance							
Personnel	14.08		307,185	16.74	429,810	17.245	507,410
Operations			11,555		14,490		16,427
Lease/Purchase			<u>2,291</u>		<u>2,291</u>		<u>2,291</u>
Total			321,031		446,591		526,128

\*Bureau of Business and Economic Research (BBER) included under Organized Research.



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

		1980-81		1981-82		1982-83	
		FTE	Amount	FTE	Amount	FTE	Amount
<u>Business Administration (cont'd)</u>							
1052 Management							
Personnel	16.72	351,535	19.08	487,051	19.455	552,675	
Operations		12,555		15,245		18,067	
Lease/Purchase		<u>2,292</u>		<u>2,292</u>		<u>2,292</u>	
Total		366,382		504,588		573,034	
1102 SPABBA - Business							
Operations		5,505		-0-		-0-	
1216 Dean - Bus. Admin.							
Personnel	2.24	53,622	2.06	58,511	2.05	66,430	
Operations		7,900		15,030		16,313	
Lease/Purchase		<u>662</u>		<u>662</u>		<u>662</u>	
Total		62,184		74,203		83,405	
TOTAL - BUSINESS ADMINISTRATION							
Personnel	33.04	712,342	37.88	975,372	38.75	1,126,515	
Operations		37,515		44,765		50,807	
Lease/Purchase		<u>5,245</u>		<u>5,245</u>		<u>5,245</u>	
TOTAL	<u>33.04</u>	<u>755,102</u>	<u>37.88</u>	<u>1,025,382</u>	<u>38.75</u>	<u>1,182,567</u>	
<u>School of Education</u>							
1053 ASCPSF							
Personnel		-0-	9.00	197,525	9.89	241,787	
Operations		<u>-0-</u>		<u>4,510</u>		<u>10,200</u>	
Total		-0-		202,035		251,987	
1054 Education							
Personnel	24.32	461,817	13.00	281,121	12.67	296,986	
Operations		<u>103,500</u>		<u>5,940</u>		<u>72,675</u>	
Total		565,317		287,061		369,661	
1055 HPE							
Personnel	12.83	250,477	13.33	282,898	13.32	301,905	
Operations		4,100		4,510		12,935	
Equipment		<u>-0-</u>		<u>-0-</u>		<u>2,000</u>	
Total		254,577		287,408		316,840	



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

	1980-81		1981-82		1982-83	
	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>School of Education (cont'd)</u>						
1056 Home Economics						
Personnel	7.83	134,469	7.83	139,004	8.32	164,707
Operations		4,000		4,400		9,820
Recharge	(.20)	(2,500)		-0-		-0-
Total		135,969		143,404		174,527
1103 School of Ed.(SPABPA)						
Personnel		-0-	2.69	31,935		-0-
Operations		3,339		107,500		-0-
Total		3,339		139,435		-0-
1218 Dean - Education						
Personnel	2.22	55,610	2.22	61,536	3.00	77,674
Operations		4,598		5,058		41,230
Total		60,208		66,594		118,904
TOTAL - EDUCATION						
Personnel	47.20	902,373	48.07	994,019	47.20	1,083,059
Operations		119,537		131,918		146,860
Equipment	-0-			-0-		2,000
Recharge	(.20)	(2,500)		-0-		-0-
TOTAL	<u>47.00</u>	<u>1,019,410</u>	<u>48.07</u>	<u>1,125,937</u>	<u>47.20</u>	<u>1,231,919</u>
<u>School of Fine Arts</u>						
1057 Art						
Personnel	11.69	217,876	12.31	268,563	12.15	290,090
Operations		17,238		19,338		18,338
Total		235,114		287,901		308,428
1058 Drama/Dance						
Personnel	13.68	236,602	13.93	262,948	14.95	305,213
Operations		16,242		19,542		18,542
Lease/Purchase		870		1,099		1,099
Total		253,714		283,589		324,854



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

		1980-81		1981-82		1982-83	
		<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>School of Fine Arts (cont'd)</u>							
1059 Music							
Personnel	24.08		446,820	24.02	501,753	21.59	510,935
Operations			37,667		39,062		41,454
Lease/Purchase			<u>534</u>		<u>534</u>		<u>142</u>
Total			485,021		541,349		552,531
1060 Fine Arts - Dean's Reserve							
Operations			16,223		22,534		27,553
1062 Dance							
Operations			-0-		-0-		2,000
1104 SPABBA - Fine Arts							
Operations			1,053		-0-		-0-
1152 Summer Theatre							
Personnel			-0-	.29	2,800	.25	2,800
Operations			<u>-0-</u>		<u>6,000</u>		<u>6,600</u>
Total			-0-		8,800		9,400
1154 Montana Repertory Theatre							
Operations			14,000		15,400		16,940
Equipment			<u>-0-</u>		<u>1,000</u>		<u>1,000</u>
Total			14,000		16,400		17,940
1158 Gallery of Visual Art							
Operations			-0-		-0-		11,000
1159 Marching Band							
Operations			-0-		-0-		5,000
1220 Dean - Fine Arts							
Personnel	3.04		60,211	3.10	65,838	3.09	72,457
Operations			8,373		9,725		9,919
Lease/Purchase			<u>811</u>		<u>811</u>		<u>617</u>
Total			69,395		76,374		82,993



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

		1980-81		1981-82		1982-83	
		FTE	Amount	FTE	Amount	FTE	Amount
School of Fine Arts (cont'd)							
TOTAL - FINE ARTS							
Personnel	52.49	961,509	53.65	1,101,902	52.03	1,181,495	
Operations		110,796		131,601		157,346	
Lease/Purchase		2,215		3,444		2,858	
TOTAL	<u>52.49</u>	<u>1,074,520</u>	<u>53.65</u>	<u>1,236,947</u>	<u>52.03</u>	<u>1,341,699</u>	
School of Forestry							
1063 Forestry							
Personnel	22.31	437,323	21.83	458,568	21.39	511,811	
Operations		14,262		32,990		37,589	
Lease/Purchase		4,676		2,598		2,409	
Total		456,261		494,156		551,809	
1064 Wildlife Extension							
Personnel	.06	487	.06	550	.05	550	
Operations		2,550		2,805		3,086	
Total		3,037		3,355		3,636	
1085 Wildlife Biology							
Personnel	1.00	9,728	1.00	11,054	1.00	12,027	
Operations		750		825		907	
Total		10,478		11,879		12,934	
1105 SPABBA - Forestry							
Operations		14,089		-0-		-0-	
1222 Dean - Forestry							
Personnel	2.28	53,388	2.28	59,788	2.31	66,341	
Operations		2,920		3,212		3,533	
Total		56,308		63,000		69,874	
TOTAL - FORESTRY							
Personnel	25.65	500,926	25.17	529,960	24.75	590,729	
Operations		34,571		39,832		45,115	
Lease/Purchase		4,676		2,598		2,409	
TOTAL	<u>25.65</u>	<u>540,173</u>	<u>25.17</u>	<u>572,390</u>	<u>24.75</u>	<u>638,253</u>	



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

		1980-81		1981-82		1982-83	
		<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>School of Journalism</u>							
1067	Journalism Personnel Operations	5.59	109,179 <u>11,975</u>	5.59	121,179 <u>14,155</u>	6.59	167,914 <u>15,571</u>
	Total		121,154		135,334		183,485
1068	Radio-TV Personnel Operations	1.70	27,198 <u>11,709</u>	1.70	31,950 <u>13,060</u>	1.69	38,789 <u>14,366</u>
	Total		38,907		45,010		53,155
1106	SPABBA - Journalism Operations		419		-0-		-0-
1155	KUFM Personnel	4.35	79,699	4.35	88,687	4.32	94,134
1224	Dean - Journalism Personnel Operations	1.50	38,401 <u>4,064</u>	1.50	42,394 <u>4,470</u>	1.50	46,982 <u>4,917</u>
	Total		42,465		46,864		51,899
TOTAL - JOURNALISM							
	Personnel Operations	13.14	254,477 <u>28,167</u>	13.14	284,210 <u>31,685</u>	14.10	347,819 <u>34,854</u>
	TOTAL	<u>13.14</u>	<u>282,644</u>	<u>13.14</u>	<u>315,895</u>	<u>14.10</u>	<u>382,673</u>
<u>School of Law</u>							
1071	Law Personnel Operations	14.17	373,443 <u>13,122</u>	15.42	457,063 <u>16,283</u>	15.30	501,520 <u>18,758</u>
	Total		386,565		473,346		520,278
1103	SPABBA Operations		2,564		-0-		-0-



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

	1980-81		1981-82		1982-83	
	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>School of Law (cont'd)</u>						
1193 Law Library						
Personnel	5.26	79,610	5.26	88,311	5.15	99,447
Operations		1,359		1,495		1,845
Equipment		<u>90,100</u>		<u>116,545</u>		<u>128,199</u>
Total		171,069		206,351		229,491
1226 Dean - Law						
Personnel	4.50	103,733	4.50	118,839	4.50	133,206
Operations		16,032		19,607		20,521
Lease/Purchase		<u>3,027</u>		<u>3,027</u>		<u>3,330</u>
Total		122,792		141,473		157,057
TOTAL - LAW						
Personnel	23.93	556,786	25.18	664,213	24.95	734,173
Operations		33,077		37,385		41,124
Lease/Purchase		3,027		3,027		3,330
Equipment		<u>90,100</u>		<u>116,545</u>		<u>128,199</u>
TOTAL	<u>23.93</u>	<u>682,990</u>	<u>25.18</u>	<u>821,170</u>	<u>24.95</u>	<u>906,826</u>
<u>School of Pharmacy</u>						
1074 Microbiology						
Personnel	10.73	206,056	10.63	224,123	10.10	231,900
Operations		<u>22,785</u>		<u>25,065</u>		<u>30,065</u>
Total		228,841		249,188		261,965
1075 Pharmacy						
Personnel	14.28	252,474	14.28	281,366	14.28	315,538
Operations		<u>7,733</u>		<u>9,745</u>		<u>17,845</u>
Total		260,207		291,111		333,383
1076 Physical Therapy						
Personnel	3.75	63,024	3.85	64,209	3.84	71,277
Operations		2,700		3,470		5,470
Equipment		<u>3,400</u>		<u>-0-</u>		<u>-0-</u>
Total		69,124		67,679		76,747



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

	1980-81		1981-82		1982-83	
	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>Pharmacy (cont'd)</u>						
1077 Pharmacy - Dean's Reserve Operations		1,000		5,170		27,330
1083 Electron Microscope Personnel Operations	.25	4,567 <u>7,800</u>	.25	5,493 <u>7,700</u>	.25	6,097 <u>10,700</u>
Total		12,367		13,193		16,797
1108 SPABBA - Pharmacy Operations		3,699		-0-		-0-
1228 Dean - Pharmacy Personnel Operations	2.33	57,438 <u>9,000</u>	2.33	64,045 <u>10,460</u>	2.33	71,690 <u>16,186</u>
Total		66,438		74,505		87,876
TOTAL - PHARMACY						
Personnel Operations Equipment	31.34	583,559 54,717 <u>3,400</u>	31.34	639,236 61,610 <u>-0-</u>	30.80	696,502 107,596 <u>-0-</u>
TOTAL	<u>31.34</u>	<u>641,676</u>	<u>31.34</u>	<u>700,846</u>	<u>30.80</u>	<u>804,098</u>
<u>Organized Research</u>						
1110 BBER Personnel Operations	6.67	117,043 <u>17,431</u>	6.66	133,610 <u>21,150</u>	6.66	149,919 <u>23,450</u>
Total		134,474		154,760		173,369
1112 Bureau Govt. Research Operations		-0-		-0-		-0-
1115 Grant & Contract Match Personnel Equipment	.27	3,500 <u>33,000</u>		-0- <u>35,000</u>		-0- <u>34,600</u>
Total		36,500		35,000		34,600



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

	1980-81		1981-82		1982-83	
	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>Organized Research (cont'd)</u>						
1118 Research Development						
Personnel	.60	12,230	.70	15,000	.37	8,965
Operations		40,000		47,984		81,233
Equipment		<u>-0-</u>		<u>-0-</u>		<u>2,000</u>
Total		52,230		62,984		92,198
1120 Wildlife Research						
Personnel	1.00	11,578	1.00	13,083	1.00	14,902
Operations		<u>5,087</u>		<u>5,700</u>		<u>6,200</u>
Total		16,665		18,783		21,102
1121 Indirect Costs - MONTS						
Operations		-0-		30,000		5,000
Equipment		<u>-0-</u>		<u>-0-</u>		<u>25,000</u>
Total		-0-		30,000		30,000
1122 Radioactive Waste						
Operations		1,500		1,400		1,150
1123 Wood Chemistry						
Personnel	1.30	16,835	1.61	19,516	1.64	22,842
Operations		<u>2,300</u>		<u>2,650</u>		<u>2,650</u>
Total		19,135		22,166		25,492
1124 Stella Duncan						
Personnel	.74	15,859	.77	18,766	.63	16,150
Operations		<u>700</u>		<u>1,300</u>		<u>500</u>
Total		16,559		20,066		16,650
1125 Inst. Human Resources						
Personnel	.55	11,273		-0-		-0-
Operations		<u>2,300</u>		<u>-0-</u>		<u>-0-</u>
Total		13,573		-0-		-0-



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

	1980-81		1981-82		1982-83	
	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>Organized Research (cont'd)</u>						
1126 Earthquake Research						
Personnel	.50	9,443	.75	16,790	.53	10,218
Operations		-0-		800		2,360
Equipment		-0-		-0-		3,000
Total		9,443		17,590		15,578
SUBTOTAL - ORGANIZED RESEARCH						
Personnel	11.63	197,761	11.49	216,765	10.83	222,996
Operations		69,318		110,984		122,543
Equipment		33,000		35,000		64,600
Total	<u>11.63</u>	<u>300,079</u>	<u>11.49</u>	<u>362,749</u>	<u>10.83</u>	<u>410,139</u>
<u>Graduate School and Sponsored Programs</u>						
1089 Graduate Assistants						
Personnel	49.67	633,300	55.02	784,000	52.94	847,100
1203 Graduate School						
Personnel	4.00	62,790	3.80	67,205	3.80	75,752
Operations		9,350		10,285		11,313
Total		72,140		77,490		87,065
1329 Sponsored Prog. Admin.						
Personnel	4.87	107,751	5.07	121,652	5.06	135,162
Operations		11,061		12,170		13,387
Total		118,812		133,822		148,549
TOTAL - GRADUATE SCHOOL, SPONSORED PROGRAMS AND ORGANIZED RESEARCH						
Personnel	70.17	1,001,602	75.38	1,189,622	72.63	1,281,010
Operations		89,729		133,439		147,243
Equipment		33,000		35,000		64,600
TOTAL	<u>70.17</u>	<u>1,124,331</u>	<u>75.38</u>	<u>1,358,061</u>	<u>72.63</u>	<u>1,492,853</u>



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

	1980-81		1981-82		1982-83	
	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>Library Services</u>						
1191 IMS						
Personnel	12.03	155,874	12.03	176,232	11.23	191,266
Operations		17,984		19,780		11,638
Recharge	(4.00)	(35,000)		(39,200)		(33,600)
Total		138,858		156,812		169,304
1195 Mansfield Library						
Personnel	41.20	601,880	41.45	668,438	42.79	752,706
Operations		29,633		91,247		81,057
Equipment		426,650		551,880		596,768
Total		1,058,163		1,311,565		1,430,531
TOTAL - LIBRARY SERVICES						
Personnel	53.23	757,754	53.48	844,670	54.02	943,972
Operations		47,617		111,027		92,695
Equipment		426,650		551,880		596,768
Recharge	(4.00)	(35,000)		(39,200)		(33,600)
TOTAL	<u>49.23</u>	<u>1,197,021</u>	<u>53.48</u>	<u>1,468,377</u>	<u>54.02</u>	<u>1,599,835</u>
<u>Center for Continuing Education and Summer Programs (CCESP)</u>						
1088 Summer Salaries						
Personnel	17.42	355,165	17.58	378,663	17.91	439,825
Operations		-0-		-0-		3,869
Total		355,165		378,663		443,694
1166 WMHE						
Personnel		-0-	1.04	14,100	1.03	17,462
Operations		13,807		1,088		-0-
Total		13,807		15,188		17,462
1209 Summer Administration						
Personnel	1.25	18,826	1.25	21,115	1.23	20,968
Operations		11,182		12,300		13,530
Total		30,008		33,415		34,498



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

		1980-81		1981-82		1982-83	
		<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>Center For Continuing Education and Summer Programs (CCESP) (cont'd)</u>							
1210 CE Administration							
Personnel			-0-	.30	10,200	1.13	30,130
Operations			<u>2,526</u>		<u>5,913</u>		<u>9,504</u>
Total			2,526		16,113		39,634
1211 SPABBA							
Operations			2,849		-0-		-0-
1274 Reading Institute							
Personnel	1.00		15,923	1.00	19,381	1.04	21,869
Operations			<u>2,500</u>		<u>2,750</u>		<u>2,585</u>
Total			18,423		22,131		24,454
TOTAL - CENTER FOR CONTINUING EDUCATION AND SUMMER PROGRAMS							
Personnel	19.67		389,914	21.17	443,859	22.34	530,254
Operations			<u>32,864</u>		<u>21,651</u>		<u>29,488</u>
TOTAL	<u>19.67</u>		<u>422,778</u>	<u>21.17</u>	<u>465,510</u>	<u>22.34</u>	<u>559,742</u>
<u>Academic Services</u>							
1080 Sabbatical Replacements							
Personnel	1.29		26,217	4.51	97,171	4.39	107,860
1094 Faculty Vacancy Savings							
Personnel	(5.42)		(110,413)	(4.00)	(446,456)		(224,002)
1160 Soc. Ling. Newsletter							
Operations			1,500		1,650		1,815
1197 Academic V.P.							
Personnel	2.26		59,534	2.26	68,086	3.81	136,081
Operations			<u>13,568</u>		<u>15,805</u>		<u>16,285</u>
Total			73,102		83,891		152,366
1199 Accreditation Vist.							
Operations			8,500		9,350		10,285



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

		1980-81		1981-82		1982-83	
		<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>Academic Services (cont'd)</u>							
1201 Faculty Senate							
Personnel	.53	5,548		.53	6,317	.53	7,095
Operations		<u>1,638</u>			<u>1,802</u>		<u>1,985</u>
Total		7,186			8,119		9,080
1212 Faculty Development							
Operations		-0-			8,000		8,800
1231 Faculty Evaluation							
Personnel		-0-			-0-	.17	2,000
Operations		<u>-0-</u>			<u>-0-</u>		<u>5,000</u>
Total		-0-			-0-		7,000
1248 Model UN							
Personnel		-0-			-0-	.04	400
Operations		<u>-0-</u>			<u>-0-</u>		<u>660</u>
Total		-0-			-0-		1,060
1250 Registrar							
Personnel	13.46	161,056		13.46	176,297	13.38	195,974
Operations		37,645			56,410		63,905
Lease/Purchase		<u>4,450</u>			<u>4,450</u>		<u>2,596</u>
Total		203,151			237,157		262,475
1266 Debate & Oratory							
Operations		-0-			4,400		3,740
1327 Institutional Research							
Personnel	2.51	45,045		2.52	52,380	2.51	60,362
Operations		<u>3,813</u>			<u>4,195</u>		<u>4,615</u>
Total		48,858			56,575		64,977
1333 Catalog							
Operations		38,000			41,800		45,980



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	1980-81		1981-82		1982-83	
	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>Academic Services (cont'd)</u>						
TOTAL - ACADEMIC SERVICES						
Personnel	20.05	297,400	23.28	400,251	24.83	509,772
Vacancy Savings	(5.42)	(110,413)	(4.00)	(446,456)		(224,002)
Operations		104,664		143,412		163,070
Lease/Purchase		<u>4,450</u>		<u>4,450</u>		<u>2,596</u>
TOTAL	<u>14.63</u>	<u>296,101</u>	<u>19.28</u>	<u>101,657</u>	<u>24.83</u>	<u>451,436</u>



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

		1980-81		1981-82		1982-83	
		<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>Fiscal Affairs, Institutional Support</u>							
1093 Equipment Reserve							
Equipment			330,917		224,096		250,000
1293 Fiscal V.P.							
Personnel	3.14		62,676	3.14	67,920	3.50	106,405
Operations			6,862		10,919		11,924
Equipment			<u>-0-</u>		<u>102,404</u>		<u>-0-</u>
Total			69,538		181,243		118,329
1295 Controller's Office							
Personnel	37.41		492,245	39.83	567,702	39.88	613,347
Operations			72,417		98,198		108,018
Lease/Purchase			<u>1,258</u>		<u>3,938</u>		<u>3,309</u>
Total			565,920		669,838		724,674
1299 Internal Audit							
Personnel	1.00		19,007	1.46	25,301	2.36	40,642
Operations			947		38,717		7,966
Equipment			<u>-0-</u>		<u>950</u>		<u>-0-</u>
Total			19,954		64,968		48,608
1300 Administrative Assessment							
Personnel	(8.82)		(103,668)		(142,041)		(143,397)
Operations			<u>(18,108)</u>		<u>(21,035)</u>		<u>(37,591)</u>
Total			(121,776)		(163,076)		(180,988)
1303 Staff Senate							
Personnel	.03		250	.03	300	.03	300
Operations			<u>700</u>		<u>1,270</u>		<u>1,397</u>
Total			950		1,570		1,697
1305 Purchasing & Receiving							
Personnel	6.02		66,745	6.02	75,722	5.95	88,911
Operations			12,558		14,541		15,995
Equipment			<u>-0-</u>		<u>1,550</u>		<u>-0-</u>
Total			79,303		91,813		104,906



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

		1980-81		1981-82		1982-83	
		<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>Fiscal Affairs, Institutional Support (cont'd)</u>							
1307	Typing Services						
	Personnel	2.30	21,306	2.30	24,437	2.21	25,385
	Operations		3,622		4,734		5,207
	Equipment		<u>-0-</u>		<u>800</u>		<u>-0-</u>
	Total		24,928		29,971		30,592
1309	Insurance						
	Operations		41,936		36,200		36,200
1311	E0/Personnel						
	Personnel	8.30	116,744	8.50	133,276	8.32	148,594
	Operations		17,663		26,870		29,557
	Lease/Purchase		-0-		3,309		3,309
	Equipment		<u>-0-</u>		<u>950</u>		<u>-0-</u>
	Total		134,407		164,405		181,460
1321	Mail Service						
	Personnel	3.10	35,270	4.10	51,755	4.10	58,704
	Operations		2,620		2,882		3,670
	Equipment		<u>-0-</u>		<u>6,500</u>		<u>-0-</u>
	Total		37,890		61,137		62,374
1323	Centrex						
	Personnel	-0-	67,938	6.58	76,878	6.41	85,205
	Recharge		<u>(67,938)</u>		<u>(76,878)</u>		<u>(85,205)</u>
	Total		-0-		-0-		-0-
1325	Security						
	Personnel	10.77	137,059	10.77	154,378	10.56	170,358
	Operations		25,400		27,940		26,934
	Recharge		<u>(3,000)</u>		<u>(3,300)</u>		<u>-0-</u>
	Total		159,459		179,018		197,292
1328	Budget						
	Personnel	2.51	43,122	2.53	49,559	2.77	66,536
	Operations		<u>2,214</u>		<u>2,435</u>		<u>2,679</u>
	Total		45,336		51,994		69,215



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

	1980-81		1981-82		1982-83	
	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>Fiscal Affairs, Institutional Support (cont'd)</u>						
1331 Membership Fees Operations		10,182		12,218		13,440
1352 Computer Reserve Operations		824,993		1,000,881		1,201,533
SUBTOTAL - FISCAL AFFAIRS, INSTITUTIONAL SUPPORT						
Personnel	74.58	958,694	85.26	1,085,187	86.09	1,260,990
Operations		1,004,006		1,256,770		1,426,929
Lease/Purchase		1,258		7,247		6,618
Equipment		330,917		337,250		250,000
Recharge	(8.82)	(70,938)		(80,178)		(85,205)
SUB TOTAL	<u>65.76</u>	<u>2,223,937</u>	<u>85.26</u>	<u>2,606,276</u>	<u>86.09</u>	<u>2,859,332</u>
<u>Fiscal Affairs, Operation and Maintenance of Physical Plant</u>						
1371 Admin. & Supervision						
Personnel	5.40	95,458	5.44	107,087	5.34	120,299
Operations		13,277		16,511		16,511
Lease/Purchase		<u>1,258</u>		<u>629</u>		<u>629</u>
Total		109,993		124,227		137,439
1373 Planning						
Personnel	3.80	66,275	3.82	71,165	3.82	81,352
Operations		<u>5,864</u>		<u>6,681</u>		<u>6,681</u>
Total		72,139		77,846		88,033
1375 Building & Maintenance						
Personnel	3.55	51,109	3.62	57,182	4.52	91,230
Operations		583,915		678,823		741,538
Equipment		<u>-0-</u>		<u>92,581</u>		<u>-0-</u>
Total		635,024		828,586		832,768



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

	1980-81		1981-82		1982-83	
	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>Fiscal Affairs (cont'd)</u>						
1377 Biological Station						
Personnel	2.20	39,114	3.20	54,409	3.20	59,745
Operations		34,221		61,846		53,046
Equipment		-0-		-0-		-0-
Recharge	(.30)	<u>(11,675)</u>		<u>(12,916)</u>		<u>(4,116)</u>
Total		61,660		103,339		108,675
1379 Custodial Services						
Personnel	21.67	223,250	24.86	286,047	30.46	411,091
Operations		324,355		380,271		335,842
Equipment		10,270		-0-		-0-
Recharge	(.80)	<u>(50,800)</u>		<u>(56,076)</u>		<u>(10,976)</u>
Total		507,075		610,242		735,957
1381 Grounds						
Personnel	4.67	67,132	4.79	70,835	4.61	75,835
Operations		19,762		23,161		22,831
Equipment		2,000		-0-		-0-
Recharge		<u>(300)</u>		<u>(330)</u>		<u>-0-</u>
Total		88,594		93,666		98,666
1383 Heating & Utilities						
Personnel	7.24	114,555	7.24	131,306	7.23	141,309
Operations		1,113,964		1,387,413		1,443,841
Recharge	(.02)	<u>(245)</u>		<u>(275)</u>		<u>(275)</u>
Total		1,228,274		1,518,444		1,584,875
1385 General Expense						
Operations		76,816		40,080		10,432
Equipment		<u>25,000</u>		<u>100,000</u>		<u>91,819</u>
Total		101,816		140,080		102,251
1387 Special Projects						
Personnel		-0-	.04	500		-0-
Operations		<u>-0-</u>		<u>378,929</u>		<u>413,077</u>
Total		-0-		379,429		413,077



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

	1980-81		1981-82		1982-83	
	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>Fiscal Affairs (cont'd)</u>						
1389 Plant Service Operations-		-0-		-0-		100,000
SUBTOTAL - FISCAL AFFAIRS, OPERATION & MAINTENANCE OF PHYSICAL PLANT						
Personnel	48.53	656,893	53.01	778,531	59.18	980,861
Operations		2,172,174		2,973,715		3,143,799
Lease/Purchase		1,258		629		629
Equipment		37,270		192,581		91,819
Recharge	(1.12)	(63,020)		(69,597)		(15,367)
SUB TOTAL	<u>47.41</u>	<u>2,804,575</u>	<u>53.01</u>	<u>3,875,859</u>	<u>59.18</u>	<u>4,201,741</u>
TOTAL - FISCAL AFFAIRS						
Personnel	123.11	1,615,587	138.27	1,863,718	145.27	2,241,851
Operations		3,176,180		4,230,485		4,570,728
Lease/Purchase		2,516		7,876		7,247
Equipment		368,187		529,831		341,819
Recharge	(9.94)	(133,958)		(149,775)		(100,572)
TOTAL	<u>113.17</u>	<u>5,028,512</u>	<u>138.27</u>	<u>6,482,135</u>	<u>145.27</u>	<u>7,061,073</u>



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

		1980-81		1981-82		1982-83	
		<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>Student Affairs</u>							
1254 Financial Aids Personnel Operations	7.04	97,112 <u>20,746</u>	9.32	145,990 <u>27,995</u>	9.16	162,750 <u>29,555</u>	
Total		117,858		173,985		192,305	
1261 Orientation Personnel Operations		-0- <u>2,000</u>	.10	1,000 <u>9,200</u>	.09	1,000 <u>9,845</u>	
Total		2,000		10,200		10,845	
1262 Admissions Personnel Operations Lease/Purchase Equipment	11.63	139,429 29,379 -0- <u>-0-</u>	11.44	153,560 47,174 -0- <u>-0-</u>	11.63	174,050 66,160 1,229 <u>8,485</u>	
Total		168,808		200,734		249,924	
1264 Academic Advising Personnel Operations		-0- <u>5,500</u>	.10	1,000 <u>5,000</u>	.09	1,000 <u>5,350</u>	
Total		5,500		6,000		6,350	
1267 Student Affairs Personnel Operations	3.71	69,840 <u>6,400</u>	4.71	91,136 <u>7,040</u>	4.68	101,888 <u>11,443</u>	
Total		76,240		98,176		113,331	
1268 CSD Personnel Operations	11.88	173,923 <u>33,368</u>		-0- <u>-0-</u>		-0- <u>-0-</u>	
Total		207,291		-0-		-0-	
1271 Placement Services Personnel Operations		-0- <u>-0-</u>	3.58	49,455 <u>29,773</u>	3.51	55,425 <u>35,470</u>	
Total		-0-		79,228		90,895	



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

	1980-81		1981-82		1982-83	
	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>Student Affairs (cont'd)</u>						
1272 CSD						
Personnel		-0-	8.48	153,586	9.07	183,442
Operations		-0-		9,932		11,950
Equipment		-0-		1,800		-0-
Total		-0-		165,318		195,392
1297 Student Affairs V.P.						
Personnel		-0-		-0-	1.0	48,000
Operations		-0-		-0-		5,000
Total		-0-		-0-		53,000
SUBTOTAL - STUDENT AFFAIRS						
Personnel	34.26	480,304	37.73	595,727	39.23	727,555
Operations		97,393		136,114		174,773
Lease Purchase		-0-		-0-		8,485
Equipment		-0-		1,800		1,229
TOTAL	<u>34.26</u>	<u>577,697</u>	<u>37.73</u>	<u>733,641</u>	<u>39.23</u>	<u>912,042</u>
<u>University Relations and Alumni</u>						
1163 University Relations						
Personnel	.34	3,000		-0-		-0-
Operations		31,544		-0-		-0-
Total		34,544		-0-		-0-
1164 High School Relations						
Operations		1,000		-0-		-0-
1165 Community Visitation						
Operations		-0-		-0-		4,000
1168 Speakers Bureau						
Personnel		-0-	.02	200	.02	200
Operations		-0-		3,800		3,800
Total		-0-		4,000		4,000



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

	1980-81		1981-82		1982-83	
	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>University Relations and Alumni (cont'd)</u>						
1301 University Publications & Media Relations						
Personnel	5.26	67,308	5.33	77,546	5.09	87,653
Operations		43,422		65,079		65,079
Equipment		<u>-0-</u>		<u>2,400</u>		<u>-0-</u>
Total		110,730		145,025		152,732
1313 Alumni Office						
Personnel	4.18	52,864	4.65	67,461	5.51	88,991
Operations		<u>17,454</u>		<u>25,999</u>		<u>25,999</u>
Total		70,318		93,460		114,990
1315 Student Advocates						
Personnel		-0-	.65	6,400	.58	6,400
Operations		<u>-0-</u>		<u>3,500</u>		<u>3,500</u>
Total		-0-		9,900		9,900
1317 UM Days						
Personnel		-0-	.31	3,000		-0-
Operations		<u>-0-</u>		<u>12,400</u>		<u>12,400</u>
Total		-0-		15,400		12,400
SUBTOTAL - UNIVERSITY RELATIONS AND ALUMNI						
Personnel	9.78	123,172	10.96	154,607	11.20	183,244
Operations		93,420		110,778		114,778
Equipment		<u>-0-</u>		<u>2,400</u>		<u>-0-</u>
TOTAL	<u>9.78</u>	<u>216,592</u>	<u>10.96</u>	<u>267,785</u>	<u>11.20</u>	<u>298,022</u>

Athletics

1240 Women's Basketball						
Operations		-0-		-0-		28,500
1241 Women's Volleyball						
Operations		-0-		-0-		18,100



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

	1980-81		1981-82		1982-83	
	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
<u>Athletics (cont'd)</u>						
1242 Women's Track Operations		-0-		-0-		20,000
1245 Faculty Athletic Rep. Personnel Operations		-0- -0-		-0- -0-		2,500 2,684
Total		-0-		-0-		5,184
1255 Sports Information Personnel Operations		-0- -0-	1.39	23,416 15,350	2.25	36,168 17,250
Total		-0-		38,766		53,418
1256 Football Operations		106,221		121,965		116,000
1257 Basketball Operations		27,500		29,256		7,000
1258 Inter. Athl. General Personnel Operations	13.41	249,882 71,955	14.03	279,689 108,244	17.13	358,653 103,117
Total		321,837		387,933		461,770
1260 Inter. Athl. General Personnel Operations	5.53	95,698 87,547	5.53	109,589 113,278	6.89	144,242 63,878
Total		183,245		222,867		208,120
SUBTOTAL - ATHLETICS						
Personnel Operations	18.94	345,580 293,223	20.95	412,694 388,093	26.27	541,563 376,529
TOTAL	<u>18.94</u>	<u>638,803</u>	<u>20.95</u>	<u>800,787</u>	<u>26.27</u>	<u>918,092</u>



UNIVERSITY OF MONTANA  
COMPARATIVE BUDGET DATA

	1980-81		1981-82		1982-83	
	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>	<u>FTE</u>	<u>Amount</u>
1157 Development Operations		13,651		20,651		47,651
1265 Recreation Board Personnel	1.63	33,764	1.87	42,144	1.87	46,668
TOTAL - STUDENT AND PUBLIC AFFAIRS						
Personnel	64.61	982,820	71.51	1,205,172	78.57	1,499,030
Operations		497,687		655,636		713,731
Lease/Purchase		-0-		-0-		1,229
Equipment		-0-		4,200		8,485
TOTAL	<u>64.61</u>	<u>1,480,507</u>	<u>71.51</u>	<u>1,865,008</u>	<u>78.57</u>	<u>2,222,475</u>



# FRAMEWORK FOR PLANNING

## VI. General Assumptions



## VI. GENERAL ASSUMPTIONS

### A. Montana as a State

#### 1. Population trends

In the age group 18-24, estimates for Montana and the Rocky Mountain region will be:

	<u>Montana</u>	<u>Rocky Mountain Region</u>
1980:	104,000	913,000
1990:	83,000 (est.)	776,000 (est.)

Estimates of resident population for Montana and the Rocky Mountain region are:

	<u>Montana</u>	<u>Rocky Mountain Region</u>
1980:	787,000	6,551,000
1990:	821,000 (est.)*	6,958,000 (est.)

\*No major in-migration is projected for Montana.

#### 2. Economic Resources

Agriculture will continue to be very important to the Montana economy. Mining and energy resource development will continue to gain in importance. The wood products industry will recover as the economy gains strength. Montana will export an increasing amount of these resources in a raw or semi-finished state. Difficulties will continue in efforts to attract new industries. Geographical remoteness will continue to be a problem for major industrial developments.

#### 3. Employment and Career Opportunities

No significant increase in major industrial employment is predicted. Selective career opportunities in business, industry, and service areas will improve. New technologies and innovative development of Montana's



resources will create expanded career opportunities for a significant number of Montana citizens. Montana will continue to face critical choices regarding responsible resource development which will have impact on employment and career opportunities.

## B. Montana Higher Education System

### 1. Governance

The Montana University System will continue to be governed through the Office of the Commissioner of Higher Education and the Board of Regents. No major change is anticipated within the six units of the Montana University System.

### 2. Institutional Role

The Role and Scope for the University of Montana and other units will undergo subtle changes rather than major innovations. New programs will be created to meet new demands. Some duplication of programs will continue to exist among units, but there will be continuing pressure to avoid unnecessary duplication.

### 3. Cooperation and Competition

There will be increasing demands and opportunities for cooperative programs and activities among the units. This cooperation will be evaluated as good for the Montana University System, rather than simply for the advancement of individual units. However, the reality of competition for students and program development will continue.

## C. Finances

### 1. Federal Government

Drastic cutbacks in financial aids programs are projected. Private and university-sponsored scholarships will become more important sources of



support for students. Federal support for research activities will also undergo severe reduction.

2. State Government

The State legislature will face new responsibilities for student financial aid programs and research support efforts. The University will face increased responsibility for research support services. The private sector will be expected to replace government as a funding source in many areas. Students and their families will turn to the University for increased student employment opportunities and other forms of financial aid.

3. State Support

The State legislature will increase accountability demands. The major portion of the University's funding will continue to come from legislative appropriations. Such appropriations will continue to be largely formula driven and based upon FTE student enrollment.

4. Student Costs

Pressures will continue for students to pay an increasingly greater portion of their total educational costs.

5. Private Support

Private support for the University's programs and activities will increase. Such support will compliment rather than supplant state appropriated funds.

6. Strain on Institutional Support

Basic energy and maintenance costs will escalate. Capital equipment deficiencies will continue to be a major concern. Maintenance of the physical plant and renovation of existing buildings will be undertaken to increase utilization of space and physical resources.



## D. Students

### 1. Traditional Pool

The traditional pool of college-age students will shrink, not only in Montana, but nationally. Business, industry and the military will compete for this same pool. The University will continue to accept all Montana high school graduates. The ratio of female to male students will increase. The nonresident-resident student ratio may decline. There will be an increase in the number of Native American students.

### 2. New Students

There will be an increasing number of non-traditional students entering the University. Many of these will be older than the traditional pool of 18-24 year olds. These students will present new challenges to the University, particularly in the student services areas. Life-long learning and continuing professional education programs will be emphasized.

### 3. New Response Patterns by the University

The increasing number of high school graduates possessing inadequate academic skills will require additional emphasis on remedial programs. The academic advising, retention, counseling and testing areas will need to be expanded. As more life-long learners take advantage of University programs, demands on student services will increase. Because FTE enrollments will not keep pace with the increasing needs of part-time students, funding for these programs and services will become critical.

### 4. Admissions

The procedures of student admissions will become much more effective. Public relations activities will increase. The public image of the



University will be improved. A greater effort will be made to match prospective students with the appropriate programs of the University.

5. Graduate Programs

Existing graduate programs will be strengthened and new graduate programs created in response to societal needs or opportunities.

Graduate enrollment will continue to increase and many graduate students will enroll after spending some time in the non-academic world.

Graduate research opportunities will increase.

E. Programs

1. Program Review

Program accountability will receive greater emphasis during the 1980's. Existing programs and proposed programs will be evaluated within comprehensive parameters. For the University to remain viable it must anticipate and respond to changing external demands and opportunities.

2. Program Reductions

Nationally and in Montana there will be increasing program review activity in all areas. In some cases programs may be de-emphasized in response to lessening demands, but in these instances every effort will be made to maintain standards of excellence within such programs.

3. New Options

Every effort will be made to encourage innovation within existing programs. Interdisciplinary programs will be encouraged and new degree options will be developed. In some cases new programs will require major innovations and/or alterations of traditional operating procedures.

4. Non-traditional Delivery Systems

Course offerings during evening hours will become much more prevalent.



Technological innovations will have a significant impact on instructional and research delivery systems.

## F. Staffing

### 1. Percent of Costs

Personal services costs will continue to represent a major portion of the University's operating budget. As an example, 1981-82 personal services costs represent more than seventy-three percent of the total operating budget.

### 2. Flexibility and Need for Change

Flexibility in allocating or reallocating resources will be critical in the 1980's. Accordingly, certain vexing issues will be faced. Because the University has a rather high percentage of tenured faculty, compounded by the fact that the faculty are predominately middle-aged and in mid-career, the retirement rates are expected to be low during the decade. Turnover through resignation may preclude opportunities for reallocation in many instances. Anticipated attrition alone will not provide the University with significant flexibility in the reallocation of resources to critical areas.

### 3. Faculty and Staff Development and Early Retirement Concerns

The University will be critically involved with faculty and staff development issues during the 1980's. In the case of faculty, few viable non-academic opportunities will be open during the decade. This will have a significant impact on tenure rate and faculty turnover. As a consequence, faculty development opportunities will be critical to ensure the academic vitality of the University. Early retirement opportunities will be developed as a partial response to these issues.



