

UNIVERSITY OF MONTANA
FRAMEWORK
FOR PLANNING
1983-1984



UNIVERSITY OF MONTANA

DATE: November 1983

TO: University Community

FROM: Neil S. Bucklew, President *NSB*

RE: Planning for 1983-84

The University of Montana enters its third year of comprehensive planning with a specific focus on five strategic areas for institutional development: student enrollment maintenance, general education, select program development, formulating a research agenda, and communications. The critical importance of this focused approach to the achievement of institutional goals is outlined in my Convocation Address, "A Season for Decision", included in Section IV of this Framework for Planning document.

Some points about this year's strategic planning emphasis should be noted. It represents a second-stage effort in the development of our comprehensive planning process. It clearly builds upon the work of the last two years' efforts. It is based upon the premise that planning units will continue their commitment to achieve objectives articulated in the Form 1s of the last two planning cycles. It presupposes that the achievement of larger institutional objectives cannot be fully realized within one year's time. Our measurement of success must be greater than an individual project receiving enhancement pool resources. Our planning efforts must provide the basis for our informed judgment about a whole range of institutional decisions -- from the allocation or reallocation of resources, to the determination of organizational structure, to long-range building decisions, program modifications, use of contributed resources from the private sector, etc. To paraphrase Peter Drucker, we must be concerned with the futurity of our present decisions in every sector of institutional concern.

I invite each of you to join me in this important planning venture.

kmp

UNIVERSITY OF MONTANA
FRAMEWORK FOR PLANNING
1983-84

This Framework for Planning document is designed to guide the comprehensive planning process of the University of Montana for the 1983-84 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 1983-84 University Planning Council are:

Donald Habbe, Chairman

Sharon Barrett	Kathleen Miller
Lynda Brown	Jack Mudd
Nancy DeCou	Tom Payne
Ron Erickson	Bob Ream
Dan Hallsten	Andrew Sheldon
Joyce Hocker	Raj Singh
Monte Koch	Rita Tucker

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STRATEGIC REPORTS

This year's planning process will focus on five strategic areas for institutional development: student enrollment maintenance, general education, select program development, formulation of a research agenda, and communications. The following persons have been appointed by the President as authors and readers of strategic reports in each area:

Student Enrollment Maintenance

Maureen Curnow, author

Mike Akin and Mike Brown, readers

General Education

David Bilderback, author

Jim Flightner and Julie Codell, readers

Select Program Development

Tom Roy, author

Ron Perrin and Maureen Fleming, readers

Research Agenda

Paul Miller, author

Lois Welch and Ed Waali, readers

Communications

John Pulliam, author

Jim Kriley and George McRae, readers

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FRAMEWORK FOR PLANNING

I. University of Montana Planning Process

1. PLANNING AT THE UNIVERSITY OF MONTANA--1983-84

A. The General 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. Specific Purposes of Planning in This Cycle

1. To emphasize strategic planning.
2. To focus on broad institutional goals and selective opportunities.
3. To link all allocation processes as closely as possible to planning judgments.

C. Characteristics of Planning in General

1. It is comprehensive, encompassing all University programs.
2. It has a long-term (five-year) perspective while influencing short-term (one to 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.). 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.

D. Specific Characteristics of Planning in This Cycle

1. The time period emphasizes the five-year prospective.
2. The President sets the planning agenda through the Fall Convocation address.
3. Writers and readers are responsible for developing basic recommendations in the selected strategic areas.

E. 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.
- Appointment of the writers and readers after appropriate consultation.

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.
- Review at the appropriate juncture the recommendations of the authors.
- Review and critique planning assumptions, estimates of future resources, and other planning data.
- Review proposed statements of objectives from planning units if new statements are submitted.
- Review plans and resource requests 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, 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*

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.

F. Planning Process and Activities

1. Framework for Planning in General

The University administration 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.

*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.

Another important component of the framework this year is the President's October Convocation Address which outlines the special features of planning in this 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 has already developed 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 has been developed in light of the Major Themes for the 1980's (Section III) and the General Assumptions as elaborated in Section VI. Unless a planning unit specifically desires to revise its statement of January, 1983 there is no need to submit a new statement this year.

4. Plans

Each planning unit periodically updates its five-year planning statement. This update 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. In this cycle planning units will be focusing their efforts on implementing their Strategic Planning Statement (Form 1) rather than developing new statements.

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 including the reports of the authors 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. (See Section V)

5. Program Review

The planning process incorporates program assessment 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.

6. Decision Making

The products of the planning process -- themes, objectives, plans and review reports -- are designed to guide institutional judgments and decisions. Most major decisions about 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 flexibility 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--1983-84

The most important special reports to be considered by UPC in 1983-1984 will be those of the five authors in the areas of Student Enrollment Maintenance, General Education, Select Program Development, the Research Agenda, and Communication (for a fuller description see Section V).

In addition the UPC will review the report and recommendations of the Life Sciences Task Force and the report of the Broadcasting Committee.

In May of 1983 UPC suggested a number of additional inquiries and special reports. The President will confer with UPC in December, 1983, as to which of those ought to be undertaken.

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 three 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.
- 2 undergraduate students appointed in accordance with Section 20.000 of the Collective Bargaining Agreement of the University.
- 1 graduate student appointed in accordance with Section 20.000 of the Collective Bargaining Agreement.
- 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.

*This Role and Scope Statement was adopted by the Board of Regents 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.

In November 1983, the Board announced procedures for submission and review of new academic program proposals by the six institutions which may lead to modification of current Role and Scope.

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 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 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. Convocation Address

CONVOCATION ADDRESS III
"A Season for Decision"
by
Neil S. Bucklew
University of Montana

October 14, 1983
Underground Lecture Hall
4:00 p.m.

I. INTRODUCTION

During the last week of April, the National Commission on Excellence in Education presented the results of its year-and-a-half long study to President Reagan and to the American people. Within days, the report generated front page headlines, was the subject of countless television interviews and commentaries, and ultimately, catapulted the "educational issue" to the forefront of the national political agenda.

"Our Nation is at Risk" the report reads.

"Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world ...

"While we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people. What was unimaginable a generation ago has begun to occur -- others are matching and surpassing our educational attainments."

Since April -- in rapid succession -- at least seven additional major reports on the United States' educational system have been presented to the President and the American people discussing the effect of federal education policies on schools; the impact of access and choice in higher education; appropriate academic preparation for college; and, the critical partnership between high schools, colleges and universities.

Recently, Representative Pat Williams and other congressional leaders called for a "summit conference" with spokespersons from these commissions and representatives from every sector of the American education community to determine an agenda for action by our nation.

Beyond the provocative rhetoric of the prologue to "A Nation at Risk" ... beyond the formal lists of recommendations issued by prestigious national commissions ... beyond the call for an education summit conference, lingers the pervasive awareness among the American people that now is the time for a critical assessment of the U.S. educational experience. Now is the time to chart a new strategic course for our entire educational system. Now is the season for decision.

Today, I am certain that you share my perception. A central focus of that call for critical assessment is directed to the comprehensive public universities of the country. The Nation's spotlight is on us and on our colleague institutions.

- The beam of that spotlight is no longer focused simply on issues of access to public higher education for all Americans or equality of opportunity within the system, although these issues are and will remain central.
- The light shines now upon the issue of the quality of the teaching and learning experience in the substantive areas of the sciences and mathematics, of the humanities and the arts.
- It focuses upon the critical balance of basic and applied research development throughout the country.
- It centers on professional education and the need to move beyond narrow specialty training to incorporate the broader ethical and social concerns of professional life.
- It highlights the technological revolution and the pressures placed on comprehensive public universities to communicate effectively in an information-hungry society.
- It focuses on the pressing need for international understanding and cooperation.
- It shines, finally, upon the value of a general education experience that leads to an enrichment of personal and societal understanding.

Today, the University of Montana community ought to welcome this opportunity to stand before the nation's spotlight without embarrassment or discomfort, for we have already been about the task of rediscovering and reaffirming our historical mission. We have begun the systematic process of assessing our strengths and limitations through the planning process during the past two years. In a special way, we are ready to seize this pivotal moment to decide upon strategic directions for this institution. We are eager to begin our season for decision.

II. ASSESSING THE FUNDAMENTAL CHOICE

Perhaps some of you had the opportunity to attend a performance of Fiddler on the Roof at the University's tent theater this summer. If you haven't, I strongly encourage you to catch an encore performance of this delightful musical this weekend in the University Theater. In the opening scene, Tevye is engaged in a lively dialogue with God concerning his fortune in life as a simple village milkman. He muses "If I were a rich man ..." and then he speculates on the outcome of miraculously attaining wealth. The dialogue ends inconclusively with what might be termed the "classical" statement of ambivalence. "On the one hand ... then, again, on the other hand."

Like Tevye, this University could conceivably find itself in the awkward position of facing multiple choices about its future

without having the courage to make strategic decisions and act upon its choices. The easier course might be to ride the waves of change in the national and international environments and let the prevailing winds determine our future course as an institution. I firmly believe that we have already begun to chart a different strategic course during the past few years through our comprehensive planning process and the series of institutional decisions that have been made in light of that process.

Instead of following Tevye into a future fraught with indecision, I suggest that we have already begun to take the sound advice of Soren Kierkegaard to heart:

"Only if you are fully alive to the possibilities of the present moment, without forgetting the past, can you genuinely anticipate the future."

Kierkegaard's words catch the stiff winds of a countervailing current that I believe has set us on an important strategic course:

1. As a university community, we ought to be fully aware of factors that have a critical impact on the present for this university, this state, this region, this nation, this world.
2. As a university community, we must not forget our past.
3. As a university community, we ought to anticipate change through response to opportunity rather than reaction to crisis.

III. DEFINING THE STRATEGIC AGENDA

The first and foremost task to be faced by our university community is to develop a strategic agenda and to focus our energies through the planning process toward the accomplishment of priority institutional goals. Two years ago I stated in my first convocation address: "Commitment (to community) reflects our sense that we are engaged in a common enterprise, that here at the University of Montana interdependence and cooperation are esteemed. The University is stronger than its parts; synergy is our strength." Others have recognized this same strength within our community. In its five-year interim report on the University of Montana, the Northwest Association of Schools and Colleges stated: "There appears to be a pervasive and commendable attitude of working together for the betterment of the University and its educational programs and services." Today, I am even more firmly convinced that together we can achieve the highest standards of excellence in pursuit of common institutional goals.

As President, I welcome this opportunity to provide guidance to the formulation of this agenda which will guide the University's planning process for the next three to four years. This strategic agenda will not be lengthy. Many worthy projects will not be a direct part of the agenda. It should be noted that I am not proposing a list of new themes. The current "major themes for the 1980s" continue to be most adequate and appropriate for this University.

Before describing a strategic agenda of five areas for emphasis, allow me to discuss briefly the motivations for establishing such an agenda. A basic strength of the University of Montana is its program diversity. That diversity is also one of the continuing challenges. How can a moderate-size, fine quality, public university develop focus of its efforts? During the first two years, our planning work has made substantial strides in encouraging excellence. There has also been a fair degree of frustration of trying to do too much with too little. Our resources promise to be limited. That makes it even more important to focus our energy on selected priorities. That has become the opinion of most of the departments and units of the campus. It is the firm recommendation of the University Planning Council. It my personal assessment.

It is time to focus our attention on selected priorities. This Convocation Address identifies those priority areas and begins our work as a campus on developing a set of strategies for these five areas. An author for each area will work with the Office of the President in developing these guidelines. The author will be assisted by two readers. The process assures effective consultation with appropriate units and groups on the campus. I will conclude my remarks with an announcement of the authors, but first I want to describe the five areas of special attention for the years immediately ahead.

To be on the strategic agenda, an item must represent an issue where broad institutional interests are paramount. There is a strong likelihood that it is responsive to a widely perceived need and external opportunity. There will be risk involved. The agenda will focus on a comparative advantage for the institution with the prospect that the overall character of the University might be improved or transformed as a consequence of its pursuit. The agenda will embody certain core institutional values. For example, quality of programs, faculty and staff development, fiscal soundness, effectiveness and efficiency will be implicit within one or more items. Finally, the strategic agenda will be responsive to the needs of this state and nation as described at the outset of this address.

A. Student Enrollment Maintenance

The first item on the strategic agenda appears initially to be an "unlovely" administrative concern -- Student Enrollment Maintenance. Even though many of us are concerned about the overemphasis on enrollment-driven funding, it is likely that the formula budgeting system we now experience will be with us in some form for the foreseeable future. There is a certain "Catch 22" aspect about the process. Enrollment increases may not guarantee budget increases, but enrollment decreases will certainly guarantee budget decreases. A prudent assessment of institutional interests requires us to acknowledge that most of

our budget will be determined by enrollment. Enrollment maintenance is, indeed, critical if the University is to maintain its viability.

The University of Montana faces the issue of student enrollment from a basis of strength. We are an institution of quality and permanence. We attract good students because we offer good programs. It is imperative that we assure a stability in enrollment for the years immediately ahead.

We must explore new ways of insuring this enrollment stability. Citizens of Montana and our region must be informed of the educational opportunities available at the University. We must make certain that prospective students are making informed choices regarding these opportunities. Special emphasis should be placed on our outreach activities, particularly those designed to expand the partnership between high schools and the University. I am pleased with the high school visitation program where our faculty meet with their teaching colleagues in high schools and present lectures in schools across the state. We need to expand such programs. Efforts to bring prospective students to campus, to encourage minority enrollment and international student enrollment should also be enhanced.

Advising and retention activities are crucial to the viability of the University's academic programs, as well as to the individual well-being of students. The importance of an "institutional fit" between student and the University cannot be underestimated.

Support services for non-traditional students must be evaluated. New systems should be established to meet the out-of-class needs for a continually changing student clientele. For example, the new Night School program requires night-time services as well as night-time classes. Enrollment maintenance involves all segments of the university community. We must consider the resource needs of this many-sided issue if we are to ensure a viable future for this institution.

B. General Education

There is about us a revolution of rising expectations about the quality of education. We see this through the work of the various national commissions on education and, more importantly, in the public reaction to those commission reports. While the national concern for access and equality of opportunity have not diminished, there is a renewed national sense of striving for quality in education.

The University of Montana reflects these various currents in a microcosm. Our university is basically an open institution for

Montana residents. This kind of access has been of immense benefit to the State historically. At the same time, the University has been especially noted for the overall quality of its undergraduate degrees in its liberal arts and sciences and baccalaureate professional programs. The guiding principles of a new, more coherent and structured general education program are now before us as a result of the outstanding work of the General Education Committee. I have every confidence that the work of the Committee will be fully implemented by the faculty and administration of the University.

But the intent to implement the General Education Program is not enough. The University must create a climate of support whereby a new general education experience for all of our students will exist, not only in principle but in reality. While a successful program will depend on the efforts of many people and may not always turn on the need for additional resources, I believe a substantial place on our strategic agenda ought to be given to general education. I see the following issues needing to be addressed:

1. There must be a means of providing departments and special programs with the necessary resources to develop the new courses called for in the General Education program. A way must be developed to absorb the anticipated shifts in enrollment and to manage the reallocation of resources required to implement the General Education program.

2. A means must be found to insure the close integration of our remedial programs and our general education efforts.

Ultimately, one might envision a general increase in quality and preparation at all levels which might obviate the need for remedial efforts. That, however, is a long way off.

Many of our students will not gain the advantage of a strengthened undergraduate program unless we can help them overcome their deficiencies early in their college careers.

3. We must develop a program to insure a close understanding and articulation between the secondary schools of Montana and the University. This might come through special partnerships with high schools, expanded channels of communication and other means which recognize education as a continuum.

We have adopted a new General Education program that will serve as a national model. The curriculum changes inherent in that program are being reviewed and implemented by the faculty this year. By placing General Education on this priority agenda of five areas we are saying that resources will be applied to assure the fullest implementation of this reform.

C. Select Program Development

The third item on our strategic agenda is Select Program Development. Our efforts in program development will be designed

to focus attention on enhancement of selected areas and initiation of limited new endeavors. The charge will emphasize academic activities, but will include special support functions as well.

We need to establish priorities for program development for institutional reasons. We are responsible for the careful development of our program. There is an added incentive for our work. The Board of Regents will be reviewing the Role and Scope statements for the Montana University System during the spring and summer of 1984. We have been asked to present the University of Montana's general plans by late spring of next year.

During the past two years, each planning unit has identified programs for priority attention. These priorities have included proposals for the evolution of existing programs and suggestions for new programs. The University has a diverse and rich set of traditions. The strength of its faculty and staff is evident in the aspirations for innovative developments. The issue at hand is how to fit this rich array of options into the limited investment resources of the University.

In addition to the planning efforts of departments and other units, there has been important work by other groups that can provide guidance for our program development. Three basic items deserve special attention. The General Education design, prepared by the General Education Committee and endorsed by the

Faculty Senate, is an outstanding example. The implementation of that design is treated elsewhere as a major priority for our efforts over the next few years. In addition, that work will provide guidance for this area of general program development. Priority will be given to those proposals consistent with the new General Education program.

Faculty and staff development has gained increased attention and commitment on our campus in recent years. The work of the Faculty Development Committee, the University System Faculty Vitality Project, and the Staff Development Program provides evidence of the benefits of this investment in human potential. Individual development will be the key to program development in some cases. Proposals using this approach will receive close attention.

One other concept deserves special attention. The University of Montana is giving increased attention to our status in international studies and international experiences. We are in the process of developing international based sister-institution arrangements. These include universities in Nigeria, Japan, Malaysia and New Zealand. Expanded international student services and exchanges are being implemented. The Maureen and Mike Mansfield Center emphasizing Asian studies and ethics in public affairs has moved from dream to reality. The international theme is important in program development and proposals with an international emphasis will be encouraged.

General education, faculty and staff development, international emphasis -- each concept will be encouraged in the program development area.

One other preliminary observation is appropriate before discussing the charge for the area of program development.

Before we can aggressively pursue program developments, we must realistically assess our potential and our resources. In all of this we must hold ourselves to some basic tests. When considering a new program or modifying an existing program we need to ask questions such as the following:

1. Is the program we proposed to develop or enhance in an area of our special competence? Is it appropriate and logical for us to be interested in the development of this program?
2. Is there a clear need to be served by this proposed development?
3. Are we as an institution willing to use our current resources as a substantial part of this development? Are we willing to reallocate our resources to this proposed new activity?

When we can satisfy ourselves as to the tests I have outlined, we will be able to convince others. Such tests are critical for our analysis, and we should insist on their use by others. The state cannot afford unnecessary duplication, just as it cannot afford to forego important program enhancement and development.

These general standards and tests will guide our efforts. Our work in this area will not end with the refinement of these standards, however. We will make every effort to develop a report on program development that offers specific guidance. Selected programs and areas for enhancement of current programs will be identified. New areas for development will be specified.

Our work in this area must lead us to institutional program priorities if we are to obtain the benefit of our labor together.

The charge to the author for this area is to recommend a refined set of standards and guidelines for our focused program development. This is to include suggested priorities based primarily on the planning work of units over the past two years. Every unit, however, will have the opportunity to propose developments consistent with the refined statement of standards for program developments. The goal is not to exclude departments and units from our efforts of the next few years. Instead, our goal is to focus our energy and resources in selected ways as part of an effective strategy for development of the University of Montana.

D. A Research Agenda for the University

The fourth area of strategic concern is the need to formulate a Research Agenda for the University of Montana. There is heightened national interest in developing cooperative research relationships among universities, government sponsored research institutes, and private sector research activities. This is coupled with a major redefinition of research priorities by the National Science Foundation, the National Institutes of Health and other federal agencies. Our own experience of participating in the MONTS (Montanans on a New Track for Science) Program and the formative discussions for a state-wide Council on Science and Technology in partnership with our sister institutions, with State government and with private sector representatives, has convinced us of the necessity to think strategically about our research mission at the University of Montana. We need to address the issue of maintaining a dynamic balance between the multiple research objectives of individual principal investigators and the development of organized, thematic research efforts. We want to find ways to encourage a full spectrum of basic to applied research undertakings without either isolating ourselves from societal needs at one extreme or becoming short-sighted entrepreneurs at the other extreme. How we utilize our institutional investment in Organized Research ... how we direct our energies toward the enhancement of creative activities ... how we support our sponsored program activities ... how we expand our role as an informed and objective resource center ... these are crucial areas of institutional concern that must have a prominent place on our strategic agenda.

E. Communications

A final area for our priority consideration can broadly be described as "Communications." We are in the midst of an exciting time in which our rapidly developing technological capabilities seek to match our ever expanding appetites for information and understanding. The University of Montana needs to explore non-traditional ways of communicating our basic programs. In the academic area, new ways of delivering courses, workshops, and special institutes to all parts of the state present a formidable challenge. In an area of applied research such as our Forestry Station program, we need to find ways to develop information networks for a diversity of users. In the area of service -- for example, extension of performing arts programs throughout the 56 counties in Montana -- we need to explore high quality production and distribution of materials, special broadcasts carried on Montana TV stations and the use of limited-power, educational TV by the University.

We need to consider our on-campus demand for information access through a coordinated computer system. Such planning and development ought to weigh expanding opportunities for off-campus links with other universities, research centers, industries, governmental agencies.

We have recently made strides in the expansion of our library information system, particularly through participating in the Washington Library Network. We need to continue this important investment. The expansion of public radio service into the Great

Falls area is an exciting development for all of us. In a high quality manner, KUFM brings the voice of the University of Montana to thousands of homes and offices in Western and Central Montana. We seek to enhance this presence through further development.

Our thinking about communication must involve, as well, a greater awareness of the public's need to know about the University of Montana. We need a fresh infusion of ideas about effective ways to "tell our story."

Finally, we need to give careful consideration to the development of a Center for Telecommunications on campus to coordinate this wide range of production and reception activities. Such a center would offer more than a technical production facility, however, it would be an expression of the University's commitment to communication and understanding. Within a year we will be opening the new Performing Arts-Radio T.V. Building. This state of the art facility will be the keystone for our developments in communication.

This strategic agenda does not imply that the normal business of the University will come to a halt. Classes will continue to meet. Faculty will teach and continue to do research and service. Books and equipment will be acquired. The nurturing and improvement of these activities is, of course, important. Without denying this, I believe it is imperative to chart a strategic course for this University for the next three to four years.

IV. TAKING ACTION

Strategic reports will be developed by individual authors which will guide our institutional planning efforts for this year and for the next two to three years. These individuals have been selected after consultation with appropriate groups on campus, including the Council of Deans and the Executive Committee of the Faculty Senate. Each author will be responsible for recommending a strategy to my office by the end of February for developments in the specific areas I have outlined. Each author will be supported and assisted by two readers. The readers will be appointed within the next two weeks after further consultation.

The authors are charged to carry out their task using extensive consultation and discussion. This will involve the following types of activities:

1. Review of planning documents from the past two years and subsequent discussion of these plans with planning unit heads.
2. Working sessions with standing and special committees where appropriate. For example, the author working on research will work closely with the University Research and Sponsored Programs Committee. The author handling communications will consult with the Task Force on Broadcasting.

3. Preliminary recommendations will be reviewed with appropriate university groups such as the Executive Committee of the Senate and the Council of Deans.
4. The University Planning Council will be available to consult with the authors throughout the process. In addition, the UPC will discuss the preliminary recommendations and offer advice and critique to the author and to myself.

Based on the results of those strategic reports, I will forward guidelines for planning to planning units and invited proposal groups to formulate specific proposals which address issues and opportunities stated in the guidelines.

As in prior planning cycles, an enhancement pool will be set aside to support priority proposals. One critical difference will be evident. For the first time we will have identified broader institutional priorities, and we will use our precious venture capital to support these enhancement efforts. In addition, the strategic guidelines will provide basic direction for staffing allocations, equipment pool allocations, program modification proposals and the Long Range Building plans of the University.

Today, I am extremely pleased to announce the authors for each of the five strategic reports:

1. The author for Student Enrollment Maintenance is Dr. Maureen Curnow. Her service as Associate Dean and her work with student recruitment and retention establish Dr. Curnow's interest and expertise in this area.
2. The author for General Education is Dr. David Bilderback who has served as an active member on the General Education Committee. His participation in the Lilly Workshop this past summer provides additional background for his work on this topic.
3. The author for Select Program Development is Dr. Tom Roy. He undertakes this assignment with a developed sense of program interest at the University based on his work on the Planning Council during the past two years. Dr. Roy is familiar with professional education and with the value of education in the traditional disciplines.

4. The author for A Research Agenda for the University is Dr. Paul Miller. His stature as researcher is enhanced by his administrative experience and faculty leadership role on campus.
5. The author for Communication is Dr. John Pulliam. Dean Pulliam is known for his thoughtful work on trends and developments in our society. His leadership role with the Broadcasting Task Force provides an important connection with this broader role in communications development.

The University of Montana is willing to be held accountable for its performance, both in judgment of the "track record" of its traditional programs and for the sound design and innovative character of its new activities. Judgment of the outcome of this venture, next year, five, ten, twenty years from now, both from within and from outside the University, will be the best test of how we have met the challenge of this pivotal moment in our institutional history.

Let this Convocation Address be taken both as the first statement of a strategic agenda for the next three to four years, and as an open invitation for each of you to join me in this institutional venture. Together we can stand before the spotlight of state and even national scrutiny and face this season of decision with enthusiasm and confidence.

FRAMEWORK FOR PLANNING

V. Implementation of Planning

V. IMPLEMENTATION OF PLANNING

A. PLANNING PROCESS FORMAT AND RESPONSIBILITIES

The thrust of this year's planning process centers upon the task of defining institutional goals in operational terms. This institutional planning effort is designed to build upon the work of the previous two planning cycles which were focused primarily upon the development and enhancement of individual planning units. In effect, the University Community is now asked to participate in the second phase of a strategic planning process. The key question underlying all planning activities during this second phase is: How can the human, technical and fiscal resources of the University best accomplish its defined institutional mission?

It is envisioned that this second phase of planning will take approximately three to four years to complete. It will eventually involve a thorough analysis of the University's resource development through the state legislature, the federal government and the private sector. It will involve, as well, a redefinition of the University's Role and Scope in relationship to the Montana University System. The priority task for this year's planning process is to develop a strategic statement of institutional goals, to identify projects and programs that serve to accomplish those goals and to allocate or reallocate institutional resources in support of those projects and programs.

A consequence of this shift of emphasis in planning from the achievement of individual planning unit objectives to the accomplishment of institutional goals is a modification of the planning process format and of the designation of planning responsibilities. The following

outline describes the revised format and assignment of responsibilities for the 1983-84 planning cycle:

1. President Neil S. Bucklew initiates this year's planning process through his statement of institutional challenges and directions for the University of Montana in his third annual convocation address, October 14, 1983. The address, "A Season for Decision", provides a statement of institutional priorities through the delineation of five strategic areas for development through the planning process. The convocation address is included in this Framework for Planning document as the primary guideline for institutional planning efforts.
2. Strategic reports are to be developed by individual authors. These reports are intended to offer specific guidance to institutional planning activities for this year and for the next two to three years. The strategic areas and individual authors are as follows:

- Student Enrollment Maintenance

Dr. Maureen Curnow

- General Education

Dr. David Bilderback

- Select Program Development

Dr. Tom Roy

- Research Agenda

Dr. Paul Miller

- Communication

Dr. John Pulliam

Each of these authors is responsible for recommending a strategy to the President by the third week in February, 1984, for developments in the specific areas authorized in the convocation address. Each

author is to be supported and assisted by two readers appointed by the President upon consultation with the Council of Deans, the Executive Committee of the Faculty Senate and other appropriate groups on campus.

The authors are charged to carry out their task using extensive consultation and discussion. This involves the following types of activities:

- Review planning documents from the past two years and as needed have subsequent discussions of these plans with planning unit heads. The purpose of this review is to interrelate planning unit goals and objectives with larger institutional goals.
- Initiate a strategic assessment of need and opportunity for accomplishment of the goals. The focus of this assessment is both upon the external environment and upon the internal University environment. Authors are charged to develop a series of working sessions with standing and special committees, where appropriate, to accomplish this task.
- Formulate a series of strategic "answers" to issues and opportunities raised in the prior assessment. A three-to-four year planning perspective ought to be assumed. Answers might include new or modified programs, project proposals, revision of organizational structures and resource allocations or reallocations. Certain of these project or program recommendations may be considered as "invited proposals" in the ongoing planning process.
- Describe, in so far as possible, the human, technical and fiscal resources needed to accomplish strategic objectives.
- Describe appropriate measures to be used in the evaluation of programs toward the achievement of strategic objectives.

3. The President will review a final draft of each report with the authors and readers. He will subsequently review such final drafts with the University Planning Council. The President may accept and endorse the strategic reports as submitted or develop modifications as he deems necessary. Readers are to act as advisors and constructive critics to the authors in this process. The role of the readers is not to file minority reports, but to assist the authors in developing a comprehensive assessment of issues and opportunities.
4. By March 1, the President will forward strategic guidelines for planning to planning units and invited proposal groups who will be asked to formulate specific proposals which address issues and opportunities stated in the guidelines. Proposals are to be forwarded to the University Planning Council for review by April 20. The form for such proposals is found in Section V. B.
5. The University Planning Council will allocate resources from an enhancement pool of approximately \$300,000 to \$350,000 in support of priority proposals submitted by planning units and invited proposal groups. Voting on such proposals will employ a widely understood procedure similar to that used in prior years. (From April 20 to May 10, 1984)
6. The University Planning Council will submit to the President a preliminary report of the planning process for the 1983-84 cycle including a statement of institutional goals identified, reports of the strategic authors, and recommended planning unit proposals or special invited proposals to be funded from the enhancement pool. (By May 15, 1984)

7. The President will issue a final University Planning Report based upon the preliminary report of the University Planning Council. The priority projects will be incorporated into the budget plans for the institution for 1984-85.

V. B. PLANNING FORM
FOR
RESOURCE REQUESTS

PLANNING FORM FOR
RESOURCE REQUESTS
Page 2

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

Planning Unit or Invited Proposal Group _____

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. Include a statement of how the proposal responds to the strategic guidelines for priority development within the institution issued by the President.

2. Resources

a. Describe the resources the unit will commit to the proposal.

b. Describe additional resources needed by the unit for the effective accomplishment of proposal objectives.

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.

V. C. PLANNING SCHEDULE

October, 1983

- President's convocation address outlines five strategic areas for development through the planning process (October 14, 1983).
- Authors chosen for strategic studies.
- Authors initiate work sessions with planning units, standing committees, councils, and special task forces within the institution.

November, 1983 - January, 1984

- Readers chosen to assist authors with strategic reports.
- University Planning Council appointed.
- UPC undertakes evaluation of planning projects funded in the 1981-82 planning cycle, and conducts a review of special invited proposals and task force reports.
- Authors continue work sessions and confer with the President, the UPC, and other relevant institutional groups regarding the development of strategic reports. Readers assist authors in the development of preliminary drafts of these reports.

February, 1984

- Authors share final working drafts of strategic reports with the President. (Early February)
- President conducts final consultation session with authors, readers and UPC. (By February 17)
- President receives final reports from authors. Reports are endorsed as submitted or modified by the President.

March, 1984

- Strategic guidelines based upon the recommendations contained in the reports are issued to planning units and invited proposal groups by the President. (March 1, 1984)
- Planning units and invited proposal groups develop specific proposals in response to strategic guidelines. (March 1 - April 20, 1984)
- UPC receives proposals and initiates review process and vote on priority proposals for funding from the enhancement pool. (April 20 - May 10, 1984)
- UPC submits preliminary planning report to the President. (May 18, 1984)
- President issues final University Planning Report with budget recommendations for the institution for 1984-85. (June 8, 1984)

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

Substantial 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. Night school will become an increasingly important response to non-traditional students' needs.

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, 1982-83 personal services costs represented more than seventy-one 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 continue to be developed as a partial response to these issues.

