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**UNIVERSITY OF MONTANA
FRAMEWORK
FOR PLANNING
1984 - 1985**



UNIVERSITY OF MONTANA

DATE: November, 1984
TO: University Community
FROM: Neil S. Bucklew, President
RE: Planning for 1984-85

NSB

This year's planning process will continue the strategic planning emphasis outlined in the document, Strategic Guidelines for Planning, contained in Section IV of this Framework for Planning.

At the core of this process is a series of joint strategy sessions with members of the University Planning Council and Planning Unit Heads. These strategy sessions will follow upon a lengthy series of individual discussions with each of the Vice Presidents and Deans regarding program development. I envision these strategy sessions helping us to define critical areas of opportunity for program development at the University of Montana. Now, perhaps more than at any time in our institution's history, the need for careful discernment of opportunity has become so imperative.

Once again, I urge each of you to join me in this important planning venture.

kmp

UNIVERSITY OF MONTANA
FRAMEWORK FOR PLANNING
1984-85

This Framework for Planning document is designed to guide the comprehensive planning process of the University of Montana for the 1984-85 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 1984-85 University Planning Council are:

Donald Habbe, Chairman

Sharon Barrett	Bob Ream
Maureen Curnow	Rita Tucker
Nancy DeCou	Geneva VanHorne
Don Hjelmseth	Vicki Watson
Joyce Hocker	Patricia West
Kathleen Miller	Valerie Wilson
Jack Mudd	

Inquiries should be addressed to:

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

UNIVERSITY OF MONTANA
FRAMEWORK FOR PLANNING
1984-85

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FRAMEWORK FOR PLANNING

I. University of Montana Planning Process

I. PLANNING AT THE UNIVERSITY OF MONTANA -- 1984-85

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 a five-year prospective.
2. The President sets the planning agenda through the Strategic Guidelines for Planning.
3. Planning sessions with Vice Presidents and Deans will culminate in a series of strategy sessions with the UPC and Planning Unit Heads on priority program development.
4. Campus planning activity will inform the Regents' Role and Scope review process for the University of Montana.

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.

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 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 1.F.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 (includes MFCEs)

Graduate School and Research Administration

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, News and Publications, 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 Strategic Guidelines for Planning document which outlines the special features of planning in this cycle. (See Section IV)

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 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 responsible and effective planning process.

8. Strategy Sessions with the University Planning Council and Planning Unit Heads

A special feature of this year's planning cycle is a series of special strategy sessions with the UPC and Planning Unit Heads to be scheduled during the period of January through March of 1985. At these sessions, the President and Vice President for Academic Affairs will present a briefing on the strategic issues regarding program development that surfaced during prior discussions with individual Vice Presidents and Deans from April through December of 1984. During these joint sessions, UPC members and Planning Unit Heads will have an opportunity to review current strengths and weaknesses of University programs and provide guidance regarding future opportunities or constraints about program development within each planning unit and among planning units. These strategy sessions will provide the basis for a refined program development agenda for the institution.

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 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. Strategic Guidelines For Planning

UNIVERSITY OF MONTANA

DATE: March 13, 1984
TO: University Community
FROM: Neil S. Bucklew, President *NSB*
RE: Strategic Guidelines for Planning

Last October I gave a Convocation Address outlining the importance of developing strategic guidelines for planning. Five areas were identified and for each goal an author was appointed to work with my office in the development of strategies for action. The reports of the authors are available at my office for review. I used those reports as background in preparing an earlier draft of this report. That draft was reviewed broadly on the campus and many of the suggestions incorporated in this report.

A special thanks is due the goal authors listed below and also those who served as readers. I use this occasion to express appreciation to:

David Bilderback
Maureen Curnow
Paul Miller
John Pulliam
Tom Roy

These individuals contributed hundreds of hours in this endeavor and their work has proved invaluable.

However, the attached document is my creation and I stand responsible for the standards and guidelines proposed for our future deliberations.

kmp
cc: Goal Authors and Readers
Enclosure

UNIVERSITY OF MONTANA
STRATEGIC GUIDELINES FOR PLANNING

The very nature of a complex university makes it difficult to establish priorities. However, the importance of focusing resources and energy has become increasingly evident. Much of the planning work this year has emphasized the development of institutional priorities to guide campus decisions over the years immediately ahead. To initiate this effort, I identified five areas for special attention. Goal authors for these areas developed recommended strategies for action. I have considered that advice in preparing this institutional statement of strategic guidelines.

This statement does not provide definitive answers for every issue. Development of a good university is a dynamic process. The strategic guidelines for the five areas are uneven. In several goal areas, the specific actions are relatively concise. That is not true for several others. Such is the case for Select Program Development. Standards for program development are refined but one more step is required before specific program areas for institutional attention can be individually identified. The process and schedule for accomplishing that identification is described. A similar process is outlined for development of an agenda in the College and Schools for research and creative activity. In general this document provides an institutional statement of strategic priorities for the years immediately ahead.

I. STUDENT ENROLLMENT MAINTENANCE

A. INTRODUCTION

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.

Convocation Address, October, 1983

The charge to the goal author, Maureen Curnow, was to develop a coordinated strategy for student enrollment maintenance which addressed the complex of interrelated activities of outreach, recruitment, advising and retention, and special support services for students.

In her closing remarks in the report, she speaks about the reason for our institutional concern:

...the University of Montana has the faculty and administrative personnel for a strong enrollment maintenance program. Reorganization of some structures and modest expansion of some programs are necessary, but the essential factor is that members of the institution understand that this is and will remain an institutional priority. Enrollment maintenance is not an end in itself, it is simply a means that will enable us to implement our basic goal of providing a quality education.

Maureen Curnow, "Strategies for Student Enrollment Maintenance at the University of Montana."

The following decisions and guidelines for planning have been developed from that report and from the work of the past several years. While not exhaustive, they represent the priority determination of this institution to develop an effective strategy to address the vital issue of student enrollment.

B. UNDERGRADUATE RECRUITMENT

1. The Vice President for University Relations is requested to continue working with those administrators from across campus involved with recruitment efforts (ROME Group). This group shall have the clear responsibility to assist the Vice President in the coordination of outreach and recruitment activities of the institution, and to recommend policies and procedures that will enhance such efforts.

2. The base budget allocation for outreach and recruitment effort shall be stabilized at a level deemed effective to meet institutional needs. Ad hoc additions of recent years are not an effective pattern for addressing this ongoing requirement. The particular need to address an appropriate publications budget is paramount. A proposal is to be submitted to the UPC in this area.
3. Proposals are also needed from the Admissions Office, in consultation with the ROME Committee, which offer a coherent plan for integrating such outreach activities as high school visitations, faculty and student involvement in outreach activities (i.e., UM faculty commencement addresses, UM advocate visits and special tours and exhibits by faculty and students), and high school students' visits to campus for UM Days, Model UN, etc.

C. GRADUATE RECRUITMENT

1. The University has been deficient in informing potential students of graduate studies opportunities. The Associate Dean of the Graduate School has prepared a plan to coordinate the recruitment efforts of the graduate and professional programs of the University. Ad hoc funding was provided during the current year. The Deans, Chairs and Directors are encouraged to work with Associate Dean Spencer in the implementation of that proposal. Additionally, supplementary proposals from the Graduate School and Deans for enhancement of the graduate recruitment effort are encouraged through the planning process. In all of this a goal is to increase the quality of our graduate programs.
2. The role of teaching assistants in the proposed General Education Program will definitely enhance graduate recruitment efforts. The expanded resources of the Program should attract high quality graduate students. (See reference to initial pool of \$75,000 to be allocated by the Office of Vice President for Academic Affairs.)
3. A plan of action should be developed by the Associate Dean of the Graduate School, in consultation with the Coordinator for Advising and the Vice President for University Relations, for improved services to non-degree graduate students. The non-traditional profiles of these students clearly indicate a special set of needs which must be addressed by the University. There are approximately 500 such students and increased attention to their advising and student service needs must be addressed.

D. INSTITUTIONAL RESEARCH

The Director of Institutional Research will assume the leadership role in developing a system of tracking students from initial outreach through recruitment, through retention efforts, and finally career placement. Parts of that system currently reside in various

offices of the University. All academic, administrative, and student services personnel who might have a direct involvement in the design and implementation of such a system are expected to work with the Director of Institutional Research on this project. Appropriate priority for computer support will be provided.

E. SUMMER SESSION

1. The Summer Session holds a major potential for increasing student enrollment. Opportunities for returning teachers, new freshmen, transfer students, summer visitors and regular students are to be developed as an institutional priority. The Director of Continuing Education and Summer Programs is charged to coordinate this expansion. The Director with the Summer School Advisory Committee and Staff should proceed to implement proposals and plans for expansion of Summer Session programs.
2. The current 2/9ths of an academic year salary formula for summer school teaching represents a definite inequity in the system. I will work with the presidents of the other units and the Commissioner in formulating a proposal for a full 3/9ths funding formula for summer session. This proposal will be presented to the Board of Regents for their approval, and from there to the Montana Legislature for action in the coming session.

F. NIGHT SCHOOL

Night School has been a particularly effective vehicle for offering academic programs to returning and part-time students. The response of the community of Missoula and surrounding areas has been most encouraging. The University will continue its commitment to the development of the Night School program. Additionally, ways to expand student support services to Night School students are to be developed in the coming months for the 1984-85 academic year.

G. HONORS PROGRAM

The University Honors program has been a major factor in our ability to recruit and retain academically outstanding students. I intend to nurture this program and to seek private scholarship support from friends, alumni, corporations and foundations for Honors Program students.

H. REORGANIZATION OF ADVISING AND RETENTION AND STUDENT SERVICE FUNCTIONS

Preliminary information indicates that the University of Montana has a retention rate below national patterns for public universities. Effective recruitment is an empty effort if we do not commit

ourselves to the success of our students. These efforts include academic advising, enhancement of basic skills, personal adjustment and effective support services.

There is a need to consolidate advising and retention functions and to clarify appropriate organizational placement of those functions. I will make the following organizational changes in this regard:

1. All advising and retention functions are now to be organized under the Office of the Vice President for Academic Affairs. The Associate Vice President for Academic Affairs shall have the authority and responsibility to manage all advising and retention functions of the institution. The coordinator of Academic Advising shall now report directly to the Associate Vice President for Academic Affairs. Although no other formal organizational change is being implemented, other staff functions having primary advising and retention roles will coordinate their activities within this new organizational structure.
2. Other student services such as Admissions, Career Planning and Placement, Financial Aids, Counseling, etc., will remain under the current reporting structure accountable to the Vice President for University Relations.

I. ENHANCING ADVISING AND RETENTION ENVIRONMENT

1. Special responsibilities of the Associate Vice President for Academic Affairs include: 1) review of reward systems to enhance recognition of faculty advisors; 2) coordination with Institutional Research for long-range projection and monitoring of the performance of the advising and retention system; 3) coordination with student support services to ensure consistent provision of services to students.
2. The campus environment plays a critical role in the recruitment and retention of students. Attractive dormitories, well-maintained and equipped classrooms, recreational facilities, aesthetically pleasing grounds, well-lighted walkways, etc., all provide an environment conducive to student and faculty well-being. Proposals addressing these needs will be encouraged through the planning process.
3. Other resources such as well-maintained equipment, library services, computer availability, etc., are addressed elsewhere in this report. Their importance to the effort to attract and maintain students must be recognized.

J. STUDENT SUPPORT SERVICES

A review of the goals and practices of those units extending student services is needed. A full-range of integrated student support services should be maintained and enhanced for the entire student body. There are special categories of students, however, who need special services. These special categories include Native American, Black, and other minority students, international students, handicapped students, transfer, part-time, returning students and night school students. Currently such students are served in an uneven manner. The Vice President for University Relations is requested 1) to review the function and role of the institution in providing student services; 2) to examine other models that have proven effective nationally; and 3) to propose the best plan for improving our performance in student services to my office during the coming year for decision and action.

II. COMMUNICATIONS

A. INTRODUCTION

The University of Montana must begin at once to strengthen its existing communications network and to build in a few selected new areas. Keen strategy and careful investment for the next three to five years will determine the long-range success of the institution. We must build on what is already in place, the Library, IMS and the Computer Center. We must take maximum advantage of the new Performing Arts/Radio-Television Building to create a Broadcasting Center and extend University outreach. We must prepare for the future by seeking new computer laboratories, satellite, low power or cable broadcasting capabilities, and instruction supported by new communications techniques.

Dean John Pulliam, "Strategic Planning Document on Communications"

John Pulliam's comments succinctly outline the set of challenges and opportunities that need to be addressed strategically by the University of Montana in the next three to five years if we are to move decisively toward the accomplishment of our mission as a university. The following set of decisions and guidelines for planning is intended to focus our energies and resources toward that end.

B. TELECOMMUNICATIONS CENTER

1. Upon the recommendation of the Task Force on Broadcasting and the Strategic Report on Communications, I have decided to pursue the creation of a Telecommunications Center at the University of

Montana. A proposal for the establishment of the Center will be presented to the Board of Regents for their approval this spring. The target date for the establishment of the Telecommunications Center will be July 1, 1984.

Priorities for the Telecommunications Center include: 1) Promotion of the University throughout Montana and the region, through video and/or audio news releases on University achievements, student activities, personal profiles, conferences, research activities and academic programs. 2) Operation of KUFM with special concern for its reputation of high-quality public radio programs. 3) Broadcasting, either live or delayed, of University events. These will include sports, cultural and educational programs, drama/dance productions, art exhibitions, concerts, poetry and prose readings, distinguished lectures, and debates of current issues in the public interest. 4) Production and development of high-quality programs for delivery to regional and local markets. These could be delivered by University broadcasting or through commercial television stations, cable, satellite, or other means. 5) Delivery of selected academic programs to locations off campus such as the Forestry Research Center, the Yellow Bay Biological Station or regional high schools. Materials for such programs could be used both on and off campus. 6) Production of programs for sale to various commercial broadcast interests or productions funded by governmental or private grants. 7) Recruitment and retention of students including production of messages or programs showing what the University offers.

2. The Telecommunications Center will be in the new Performing Arts/Radio-Television facility. It is to be understood that the purposes and functions of the Telecommunications Center are equally important with the formal instruction and performance purposes and functions of this new facility.

3. The organizational structure of the Telecommunications Center shall be as follows: The Center shall be headed by a Director who reports to the Vice President for University Relations. The

position of Director of the Telecommunications Center is established immediately. Every effort will be made during the 1984-85 academic year to add the first support position. The determination as to whether that position is a production engineer or a public affairs producer will be the responsibility of the Director of the Center.

The University of Montana Public Radio Station--KUFM--will be assigned to the Telecommunications Center. Current resources and staff arrangements will continue. Joint activity with the Radio and Television Department will continue and will be extended by new appointments to the Center.

4. The week-to-week and day-to-day operational planning and scheduling of all producing and broadcasting activities generated from the Telecommunications Center shall be the responsibility of a formal Planning and Production Scheduling Team. The Team shall be chaired by the Director of the Telecommunications Center and advisory to that person. The Team will include:

- Director, Telecommunications Center (Chair)
- Chair, Drama/Dance
- Chair, Radio/TV
- Chief Production Engineer
- Head, Design Technique Program
- Director, KUFM
- Production Manager for MRT and Drama/Dance
- Public Affairs Producer

5. There should be established a Telecommunications Advisory Council to be concerned with directions and plans. The Advisory Council will be chaired by the Vice President for University Relations and will include the Dean of Fine Arts, the Dean of Journalism, the Director of the Center, representatives from the broadcasting profession, and others from throughout the University to be determined as the Center develops.

C. DEPARTMENT OF RADIO-TELEVISION

The academic program in Radio-Television needs additional instructional staff. The growth and development of recent years will be increased with the advent of the new building. There has been ample recognition of the need to increase faculty. The recent reports of the Broadcasting Task Force and the goal author for Communications describe this need.

Vice President Habbe has allocated a new position to the School of Journalism for the area of Radio-Television and Broadcast Journalism. The Dean is authorized to begin a search immediately for an experienced person capable of serving as Department Chair.

D. COMPUTER DEVELOPMENT

In addition to the work of the strategic goal author, the Computer Users' Advisory Committee has been working with the Director of the Computer Center in charting the development of computer systems for instruction, research, administrative and student services needs. A recommended five-year computer systems plan is being completed by CUAC and the Computer Center. The plan finally adopted by the University is scheduled for review and approval by the Board of Regents later this spring. The strategy for computer development for the coming two-year period has been formulated by CUAC and the Director of the Computer Center, and is summarized by the goal author. It must be underscored that the computer fee instituted by the Board of Regents and implemented this year has provided the critical resources necessary to initiate significant computer development for instructional programs. Approximately \$290,000 per year is generated by the fee.

Instruction and Research

Plans for the next two years for computer development in these areas include the following:

1. The present central, shared computer facility will be significantly improved by adding three DEC VAX-11/750 computers. This will almost double the capacity of the present DECSYSTEM-20 facility.
2. A microcomputer facility for teacher preparation and similar applications will be established in a convenient location on campus. This facility will contain about twenty-five microcomputers of the Apple II(e) class.

3. A more complex microcomputer facility for use by such disciplines as Business Administration, Forestry, etc., will be established in a campus location as yet to be determined. This facility will initially contain a minimum of fifteen microcomputers of the IBM PC class.
4. Specialized laboratory equipment will be provided for the Department of Computer Science. There will be an upgrade of the equipment for the present VAX computer used for the Computer Science graduate program.

Administration and Student Support Services

In these areas computer development is likewise critical for the viability of the institution and timely response to the people it serves.

- 1. Computer systems need to be developed and/or enhanced in the areas of admissions, registration and pre-registration, financial aids, accounting, budgeting, payroll, purchasing, inventory, space utilization, etc.
2. The University must continue to develop management information systems. Increasingly, such systems will be relied upon to provide timely information for critical decisions.
3. Proposals for computer development in the areas of administration and student services will be encouraged through the planning process. It must be remembered that such proposals need to be coordinated with the Director of the Computer Center.

E. LIBRARY

In the words of John Pulliam, "Strategic planning for communications in an institution such as the University of Montana must recognize the central role of the library. No other unit of the University carries so much of the instructional and research responsibility." While books and journals will continue to provide a core resource of the UM Library and must be considered central in budget allocation determinations, the development of a fully-automated library has become a critical focus for strategic development in the next five-year period.

Guidelines for the systematic movement toward a fully-automated library have been clearly articulated by John Pulliam in his report. I fully endorse his suggestions.

1. "Since 1981, the Mansfield Library has been using telecommunications and computer resources of the Washington Library Network to acquire and catalog books and periodicals. It is important that this activity continue and if possible, be accelerated. The network also provides materials on loan which the Mansfield Library does not have. A minicomputer is now being used to access computerized databases of periodical literature for the faculty and students of the University. The library is in the process of building a machine-readable database of materials. Every effort should be made to speed up the acquisition of an electronic database."
2. "Full automation of the library involves first, a retrospective conversion of about 400,000 records for materials acquired before 1981, and second, the acquisition of computer software and hardware to access and control the new database. This is accomplished by means of a system commonly called an 'online catalog and circulation program.' Preliminary cost estimates for this conversion are in the neighborhood of half a million dollars. The Library Automation Task Force has already accomplished much of the work necessary to implement automation. The University should seek means, including a special legislative appropriation, to accelerate the automation process."

F. INSTRUCTIONAL SYSTEMS

Instructional support systems which incorporate current instructional technologies and advanced state-of-the-art technologies will increasingly play a crucial role in the accomplishment of the mission of the University. Examples of such instructional support systems include computer assisted instruction (CAI); video disks; national networks for educational materials and programs using electronic methods; hardwire audio systems such as METS; national teleconferencing systems; and instructional satellite linkages for foreign language instruction. This instructional support system includes projectors, tape recorders and the myriad of ordinary technologies that have become a vital part of the learning enterprise. In order for the University of Montana to focus its energies and resources on providing an optimal instructional support system, I am establishing the following organizational strategy:

1. The primary responsibility for instructional systems development for the University is assigned to the Dean of Library Services. The Dean will work through the Instructional Materials Service Center and other resource centers on campus to ensure a systematic and timely development of UM's instructional systems capabilities.
2. The Dean of Library Services shall be assisted in this endeavor by an Advisory Group consisting of representatives from the College of Arts and Sciences, the professional schools, the Computer Center, the Telecommunications Center, and Center for Continuing Education and Summer Programs. The formation of this Advisory Group shall be initiated with the 1984-85 academic year.
3. The Vice President for Fiscal Affairs shall investigate the feasibility of establishing an electronic maintenance and service center on campus. Such a center would provide maintenance and service of the campus telephone system, computer equipment (especially stand-alone units), and other electronic equipment. The cost/benefit/service ratio of such a center will be compared to the current plethora of maintenance service contracts. In addition, the Vice President for Academic Affairs shall investigate the issue of a general service and fabrication center for instructional and research equipment.

III. SELECT PROGRAM DEVELOPMENT

A. INTRODUCTION

In my Convocation Address of last October, I stated the reason for our strategic focus on select program development for the University of Montana:

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.

Convocation Address, October, 1983

The richness and diversity of the tradition and mission of this University have become more and more evident to me during these past months of working with the goal authors in the formulation of strategic plans in each of five major areas. The deeply-rooted tradition of excellence in liberal education has been highlighted by the University's commitment to implement a comprehensive General Education Program. Responsibility for undergraduate and graduate education in the major disciplines of the arts and the sciences has been a presupposition of each of the five reports. Undergraduate and graduate education in each of the professional schools has carried the hallmark of quality and professionalism, in most cases for decades. The research, creative activity, and public service roles of the University have been redefined and amplified in the reports of the authors.

I have been reinforced in my positive assessment of the Role and Scope Statement for the University of Montana formulated in 1979. In general, the statement captures the diversity and special strengths of this institution, but much remains to be said. The opportunity to amplify and/or modify that Role and Scope Statement in light of our strategic planning efforts presents a challenge for this University community. Tom Roy's strategic report on Special Program Development has offered good guidance in the formulation of the set of guidelines and decisions that follow. I am hopeful that these guidelines and decisions will illuminate our path and inform our best judgment about the future of this institution.

B. CRITERIA FOR PROGRAM DEVELOPMENT

An introductory comment is appropriate. Often the concept of "enhancement" is narrowly equated with the introduction of innovative

'new' programs. I use the term here in the broader sense which includes strengthening of current programs, reforming and adjusting current programs in a systematic manner, and selecting certain new programs for priority development. The following criteria have been previously espoused in my convocation addresses and the Framework for Planning documents. These criteria are further amplified and refined by reference to Professor Roy's work.

1. Programs proposed for development or enhancement should be in the areas of special competence of the University of Montana. Such programs should be evaluated in light of the question: Is it appropriate and logical for us to be interested in the development of this program? Is it a program where we can provide a quality experience for students?
2. A clearly defined, ongoing need should be served by the proposed program.
3. The institution should be willing to use its current resources as a substantial part of a proposed program development. The institution should be willing to reallocate its resources for priority program development. The institution should make every effort to secure new resources through program modifications, grants, private endowments or other mechanisms for programs it deems to have outstanding merit.
4. The program should not duplicate other offerings within the University or within the Montana University System unless, with respect to the latter, there is a sound academic reason to do so.
5. A proposed program should be judged by its ability to attract potential students. Quality should be applied as an important litmus test in the judgment of both student interest and the substance of the proposed program.
6. New program proposals should be evaluated carefully upon budget justifications for start-up costs (including personnel, equipment, library resources, space, etc.), a first-year operating budget, and a projected five-year budget.

C. IDENTIFICATION OF PROGRAM PRIORITIES

The University needs to have a systematic way to review specific program plans for each planning unit. That process should focus upon the identification of areas selected for development, enhancement or

curtailment. In special instances (evaluated against the criteria specified above) new program efforts should be identified. Accordingly, I am instituting the following process:

1. The President, the Vice President for Academic Affairs and each of the Deans will hold a series of sessions in which unit planning goal statements will be reviewed. An attempt will be made to reach agreement in these three-way discussions about program priorities. A final report will be issued by the Office of the President for guidance in campus decisions.
2. The schedule for this process will be as follows:
 - Preliminary discussions of the President, Vice President for Academic Affairs and Dean will be concluded by mid-May in order that any items for submission to the Board of Regents and the Legislature can be identified. This refers both to the Role and Scope process and to the formulation of Program Modifications.
 - Continuing discussions will be held through the Summer and into the Fall. Appropriate consultation will occur as these plans are developed.
 - A University Report on program developments will be published next Fall. The primary purpose of the report is to guide the planning process for 1984-85 and subsequent planning cycles.
3. A similar process will be undertaken by the President and the Vice Presidents for Fiscal Affairs and University Relations. The results of this process will also be published as part of the University Report on Program Developments.

D. PROGRAM DEVELOPMENT FOR THE 1983-84 PLANNING CYCLE

1. Until the process described above is completed, a moratorium will be placed on new programs and major changes with the exception of those programs previously identified in the planning process or those programs specified in these strategic guidelines.

Examples of programs previously charged for special development are international programs, planning for a dispute resolution center, Law School curriculum, faculty and staff development projects, and Library automation.

2. In addition, there are two graduate degrees under review on the campus. These proposals will be considered consistent with the standards of this section. They are the Master of Related Arts and the Master of Accountancy.

3. Other proposals will be entertained by the University Planning Council, but they will need to be enhancements for established programs. Priority will be given to proposals fulfilling the strategic guidelines in the five areas of this report and proposals that meet the criteria, specifically noted in this section.

IV. GENERAL EDUCATION

A. INTRODUCTION

In my Convocation Address of last October, I introduced the need to develop a strategic implementation plan for the proposed General Education Program.

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... I believe a substantial place on our strategic agenda ought to be given to general education.

Now, after a sustained effort to assess our current strengths and limitations, opportunities and resource needs, David Bilderback has formulated a strategic report on implementation of the General Education Programs. I commend the work of Professor Bilderback and his readers. I wish to express my gratitude, as well, to the General Education Committee for their excellent work and to the Academic Standards and Curriculum Review Committee (ASCRC) which is providing careful guidance in the formulation of the Program. Finally, I wish to thank all the members of the faculty and administration for their cooperation throughout the process of development of this crucial program. The final implementation decision on the General Education Program will

occur this spring. The decisions and guidelines that follow are intended to channel our activities toward the implementation of the Program as proposed.

B. MAINTENANCE OF PROGRAM VITALITY

A successful and enduring program will be equally dependent on measures taken to ensure long-term program vitality as well as assuring the provision of resources necessary for near-term implementation of the Program. Accordingly, the following strategy will be implemented to ensure maintenance of program vitality:

1. There should be a clear acknowledgement for faculty participation in the General Education Program. A system of incentives should be developed to recognize particularly effective involvement in the Program. I ask the Deans and Department Chairs to take a leadership role in the task of incorporating such involvement into evaluation practices.
2. I ask the Faculty Senate through ECOS and ASCRC to develop mechanisms for facilitating the rapid development of experimental General Education courses.
3. I have asked the Associate Vice President for Academic Affairs to accept the formal coordination and monitoring role for the General Education Program. To assist the Office of Academic Affairs in this role, I have set aside \$10,000 for modest proposals to enrich existing General Education courses or to establish new ones. Consultation of this process should occur with the Deans and ASCRC. The Office of Academic Affairs will sponsor consultants to assist in the integration of courses within and among perspectives. The office will work closely with the Deans and the Faculty Senate on the development of the capstone portion of the General Education Program.

C. IMPLEMENTATION OF THE PROGRAM

In general, I concur with the implementation plan developed by Dr. Bilderback. Significant new resources are important. Faculty will be the key element in the General Education Program. Special support is needed to permit fully effective faculty involvement. I endorse the recommendation to use teaching assistants to provide support for the

faculty in appropriate disciplines. The actual number of new teaching assistants and reassignment of current teaching assistants to support faculty in the General Education Program will be determined in the near future. It is not certain what level of resources might be attained through reallocation, since the enrollment to be displaced by general education enrollment is not clear. Additionally, the proposed College Preparation Curriculum Program will have an impact. However, the principle is evident: the General Education Program will not add to enrollment, but will redistribute it. Reallocation will need to be a part of the resource answer.

While we do not have a complete set of answers to these questions, the most important thing is that we make a commitment now to begin:

1. In addition to the \$10,000 for development of the General Education Program (See B, 3.), I am earmarking \$75,000 of the Enhancement Pool for 1984-85 for base resources needed to implement the General Education Program. Additionally, because of the centrality of General Education to the mission of the University, I am committing \$25,000 for development resources from the 1984-85 Excellence Fund to insure that this institution has made a substantial initial commitment toward establishing a successful program.
2. I am assigning responsibility for allocation of these funds and for program initiation to the Office of the Vice President for Academic Affairs. I have chosen this office for several reasons: 1) to emphasize the institutional nature of the Program within the University. It belongs to no single School or to the College, but is institution-wide; 2) to encourage all sectors to participate; 3) to conduct an important series of negotiations with the Deans. As much as possible, I want to see a "matching" approach used wherein units will earn access to new resources as they match those resources internally; 4) to monitor the use of funds and results of the Program; 5) to work collaboratively on issues of Program vitality.

I fully recognize that this indeed is only a beginning. We will need to make further commitments of new or reallocated resources in the future to ensure the viability of this essential program.

V. RESEARCH AND CREATIVE ACTIVITY

A. INTRODUCTION

The Role and Scope Statement of the Montana University System describes the mandate for research and creative activity of the University of Montana as follows:

The University of Montana has a strong mandate to maintain active research programs, and all faculty members are expected to engage in research and 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...

This mandate is clearly emphasized in the report of goal author Paul Miller. Research and creative activity are central to the mission of this University, encompassing the full scope of academic activity in the physical, biological and biomedical sciences, the social and behavioral sciences, the humanities and the arts, and in each of the professional areas. No area is judged to be of secondary importance.

I outlined the tasks of formulating a strategic agenda for research and creative activity in my Convocation Address:

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 objective resource center...these are crucial areas of institutional concern that must have a prominent place on our strategic agenda.

Because of the importance of research and creative activity to the mission of the University, the need to set forth a strategic agenda is

imperative. This effort will directly involve the President and the Vice President for Academic Affairs. The Associate Vice President for Research will broaden the scope of activities of his office. This increased effort will involve each of the Deans more centrally in the determination of a research and creative activity agenda for their specific unit and for the University.

B. A BROADER CONCEPT AND ORGANIZATIONAL STRUCTURE

The following set of decisions will establish the organizational structure that emphasizes the importance of research and creative activity at the University of Montana:

1. The current Research Administration Office shall become the Office of Research and Creative Activity. This office shall be empowered with the responsibility for developing and encouraging funded and non-funded research and creative activity at the University of Montana. The scope of activity and concern is to include every discipline area of the University.
2. This office is responsible for encouragement of research and creative activity for the University. The Associate Vice President shall have the authority and responsibility to develop and sustain a climate conducive to research and creative activity throughout the University.
3. The Vice President for Academic Affairs is asked to use the Council of Deans as a forum for guidance of research and creative activities at the University. Their work should include: 1) hearing and discussing the needs and opportunities of different research activities; 2) developing possibilities for multi-disciplinary and inter-unit activities; 3) identifying unique requirements for research and creative activity; 4) designing strategies to better facilitate the research and creative tasks of the College and the Schools.
4. The current University Research Committee should be modified to become the University Committee for Research and Creative Activity. Their charge should be reviewed and changed to encompass the broadest perspective on research and creative activity.
5. Because of the expanded role of the Associate Vice President, the current joint responsibility of that office for the operation of the Graduate School will be reviewed carefully during the coming year.

C. CENTRALIZED EFFORTS

I will personally assume, along with Vice President Habbe, the responsibility for assuring that discussions begin including the Associate Vice President and each of the Deans for the timely development of a research and creative activity plan for the next three to five years for the College and each of the Schools. The Dean of Library services will be included in these sessions given the relationship of Library resources to effective research and creative activity. These discussions will be held during the next six to nine months.

In preparation for these sessions, it is important to review the current commitments of the University to research and sponsored program activity. The distribution of current funds and any new funds will be considered in the context of the planning discussions outlined above.

The current level of annual State appropriated support for research at the University of Montana includes approximately \$250,000 allocated by the Associate Vice President to encourage research development and to match external funds. Another \$250,000 is used to provide general fund support to research institutes and centers. Special State support of \$690,000 is provided for the Montana Forest and Conservation Experiment Station. In addition, more than \$1,000,000 is dedicated for the support of teaching assistants. To some degree that allocation is used to encourage special research efforts or creative activities.

A continuing source of concern for the University is the relatively low-level of indirect cost recovery (15%) dedicated to support of research. A specific proposal for the dedication of a higher percentage of indirect cost recovery will be recommended for review and approval by

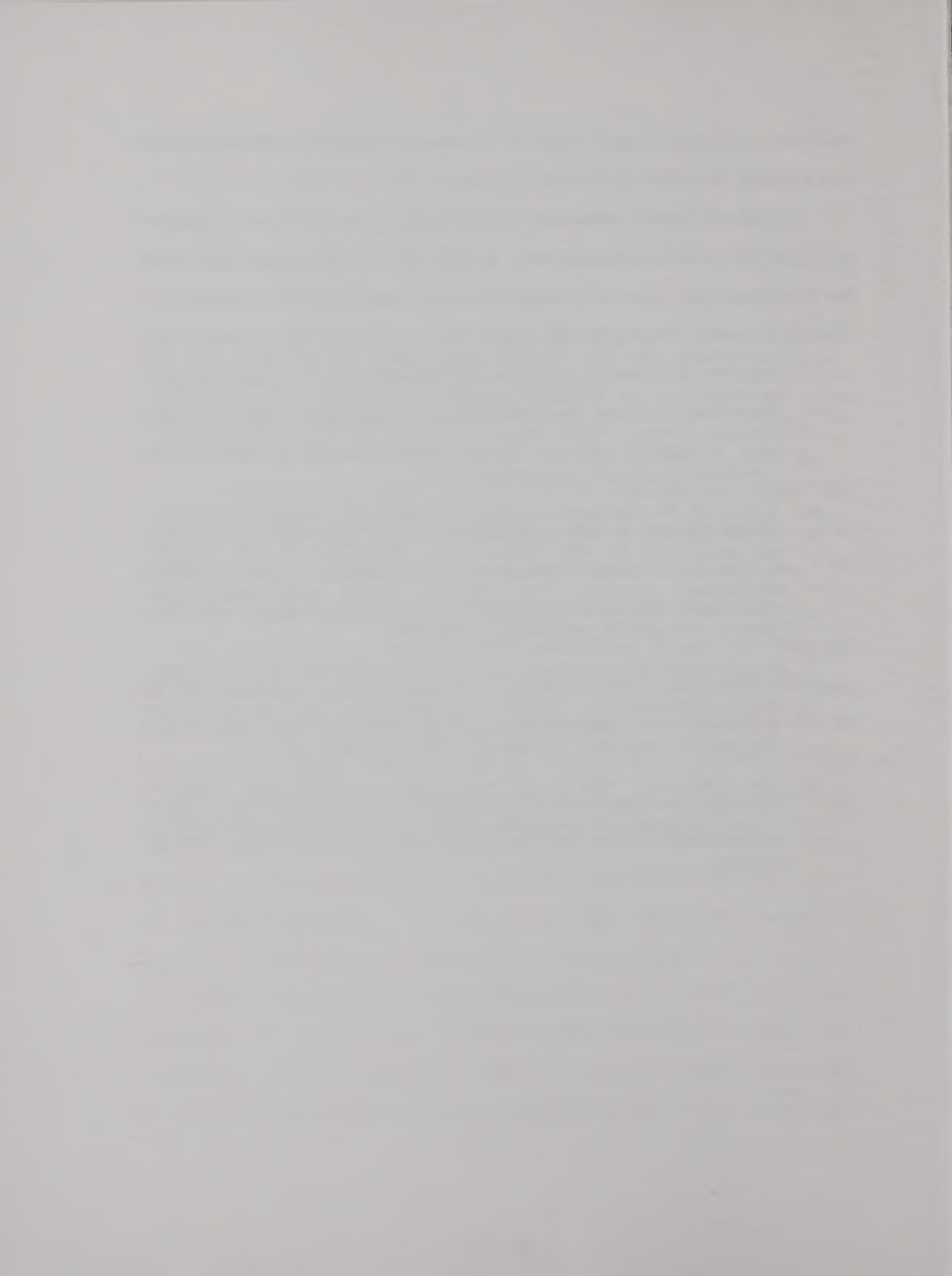
the Board of Regents and presented in concert with our sister institutions during the next legislative session.

The need to husband resources from within the institution to support research and creative endeavors is a priority. I have determined that the following steps need to be taken to ensure such levels of support:

1. A goal of \$50,000 of additional resources for three years (beginning with the 1985-86 year) shall be allocated for the support of research and creative activity. This \$150,000 will be added to the \$250,000 presently allocated by the Associate Vice President to support research development and to match external funds. This total pool will be used in significant part to assist in the implementation of the research plans developed by the College and Schools.
2. A goal of the University's major private gift campaign currently being planned is the establishment of an endowment for centers of excellence at the University. Examples of such centers earmarked to receive endowment funds include: the Yellow Bay Biological Station, the Montana Forest and Conservation Experiment Station, the Montana Repertory Theatre, and the Bureau of Business and Economic Research.
3. Flexibility in the use of current resources will be encouraged. Faculty and staff development efforts will be a crucial part of such considerations. Alternative approaches will be considered including mini-sabbaticals, release time and other incentives for special research and creative activity projects.
4. One important reward for individual research and creative activity is recognition by colleagues and the University. Again I turn to Deans and Department Chairs and ask your leadership in incorporating such activity into evaluation practices of the campus.

FRAMEWORK FOR PLANNING

V. Implementation of Planning



V. IMPLEMENTATION OF PLANNING

A. PLANNING PROCESS FORMAT AND RESPONSIBILITIES

The Strategic Guidelines for Planning document (Section IV) outlines a set of priority tasks for the 1984-85 planning cycle. Essentially, these tasks carry forward the work of achieving institutional goals in five strategic areas initiated in last year's planning cycle: Student Enrollment Maintenance, Communications, Select Program Development, General Education, and Research and Creative Activity.

The planning format and assignment of responsibilities for this cycle is as follows:

1. The President and the Vice President for Academic Affairs as Chief Planning Officer will continue to conduct individual planning sessions with the Vice Presidents for Fiscal Affairs and University Relations and each of the Deans. (These sessions were initiated during the Spring quarter of 1984.) The purpose of these sessions is to review planning goal statements and ascertain program areas for development, enhancement or curtailment within each planning unit.
2. Beginning in January and continuing through February and March, the President and Vice President for Academic Affairs will conduct a series of special strategy sessions with the University Planning Council and Planning Unit Heads. At these sessions, President Bucklew and Vice President Habbe will present a briefing on the strategic issues regarding program development that surfaced during prior discussions with individual Vice Presidents and other Planning Unit Heads. During these joint sessions, UPC members and Planning

Unit Heads will have an opportunity to review the strengths and weaknesses of current University programs and provide guidance about future program developments within each planning unit and in cooperative endeavors among planning units. It is anticipated that these sessions will determine a select list of invited proposals for this year's planning resource request process.

3. Individual planning units are asked to review their Planning Goal Statements (Form 1s) for possible revision and/or amplification. If planning units choose to revise their planning goals, such revised statements should be submitted to the Office of the Vice President for Academic Affairs by February 22, 1985 for review by the University Planning Council (UPC).
4. The University Planning Council is charged with a series of responsibilities during the Fall, Winter and Spring quarters of the 1984-85 planning cycle.

During the period from October through December, members of the UPC will be asked to:

- Become oriented to the internal and external environments which will affect this year's planning process. This includes the work of the Board of Regents on revision of the Role and Scope of the Montana University System and the University of Montana; the projected agenda for the 1985 Montana Legislative Session; enrollment and budget projections and other relevant sources of information which will have an impact upon planning.

- Review the status of major decisions outlined in the Strategic Guidelines for Planning document.
- Review the benefits and costs of the first three years of enhancement pool allocations.
- Provide assistance to planning units which have undertaken a revision of planning unit goal statements.

During the period from January through March the UPC will:

- Provide consultation to the Office of the President on the matter of program development through strategy sessions with Planning Unit Heads.
- Review the status of the General Education Program implementation.
- Review revised Planning Goal Statements from individual planning units.
- Receive Planning Resource Requests from planning units by March 29, 1985. Note that this year's Planning Enhancement Pool will be approximately \$300,000.

During the period from April through May, 1985, the UPC will:

- Complete its review and final ranking of Planning Resource Requests by May 10.
- Evaluate the planning activities of the University of Montana in light of the Board of Regents' Role and Scope decisions and the 1985 Legislature's actions.
- Present its final report to the President including enhancement recommendations, major program directions and concerns relating to the overall planning process by May 31.

5. Following the receipt of recommendations from the University Planning Council, the President will issue the final University Planning Report with budget decisions for 1985-86.

V. B. PLANNING FORM
FOR
RESOURCE REQUESTS

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

September, 1984

- Draft portions of Framework for Planning 1984-85, revised.
- Continuation of sessions on program development with President, Vice Presidents, Deans.

October - December, 1984

- UPC members appointed, UPC organizational meeting and briefing.
- Framework document published.
- Continuation of sessions on program development with President, Vice Presidents, Deans.
- Planning units have opportunity to revise their planning statements previously submitted if they choose - revisions to UPC by February 22, 1985.
- Impact Assessment (costs and benefits) of the first three years of Enhancement Pool presented to UPC.
- UPC receives reports on use of prior year Enhancement Pool Funds.
- Board of Regents considers Role and Scope review.

January, 1985

- Strategy sessions of President and Vice President for Academic Affairs with UPC and Planning Unit Heads begin.
- Planning units have an opportunity to revise and/or amplify Planning Goal Statements.

February, 1985

- Strategy sessions continue.
- Early impact report on implementation of General Education submitted to COD, ECOS, UPC.
- Revised Planning Goal Statements submitted to Vice President for Academic Affairs, February 22 (optional, see V. A. 3).

March - April, 1985

- Strategy sessions with President and Vice President for Academic Affairs conclude by March 29.
- Planning Units submit Planning Resource Requests to UPC by March 29.

May, 1985

- UPC completes review and final ranking of Resource Requests by May 10.
- UPC presents report to the President including enhancement recommendations, major program directions and concerns relating to the overall planning process by May 31.

June, 1985

- President issues final University Planning Report with budget decisions for 1985-86.

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 aid 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.

