

# Task Group on Academic Programming Summer/Fall 2013 FINAL REPORT

**Executive Summary:** The Task group on academic programming began meeting in July 2013 to consider how we should judge the university's programmatic offerings with a 10-year horizon: how can we insure a strong mix of programs? Specifically, are there trends we should be aware of that pose risks, or opportunities for our academic vitality. The group representing the campus community first discussed what factors we should use to evaluate our position in light of the existing strategic plans of the University and of Academic Affairs. Our conclusion is that the three overarching factors of greatest importance are: **(1)** the degree of **interdisciplinarity** at campus and especially at program levels; **(2)** the amount of **internationalization** we have achieved, and should achieve, also at campus and program levels; and **(3)** the desirability and prospects for a strong **online curriculum** component to our programs. We then split into two subgroups: one to look in detail at national trends in these three areas [or factors], and another to analyze our current status in these areas at UM. To prepare this report the two groups assembled as a whole for final discussion.

Based on analysis of institutional documents (from UM and other universities and organizations) and interviews with key UM administrators, we have come to a number of conclusions and make corresponding recommendations. Those of most general significance are summarized here. First we felt that UM has yet to clearly articulate the value of Interdisciplinarity to our educational goals, or to identify meaningful strategic targets for internationalization or online curriculum delivery.

While we have many fine examples of highly interdisciplinary programs, we are also missing some key opportunities. Some of these missed opportunities involve linkages that could be established between our two-year and four-year educational programs. We also should consider slimming down our major requirements and strengthening the degree of interdisciplinarity woven into our general education program to allow students flexibility and room to explore emerging areas, and international or community based experiential programs. New programmatic opportunities exist in interdisciplinary areas that we should investigate, such as arts management, biomedical engineering, neuroscience, digital analytics and security, and water and energy resources.

The University's organization of international activities is cumbersome and confused. It should be streamlined with the perspective of students and programmatic efficiencies most in mind. With respect to international "partners" -- UM must move from an international exchange system organized around individual faculty relationships to a more integrated, strategic set of institutional relationships. We now need focus and excellence, relevance to degree completion, and improved communication and collaboration. We must integrate our international visitors, at all levels into campus culture. And the central operations of International activities and programming should be connected with people and priorities at the level of colleges.

We were not persuaded that the recent rush to produce Massive Open Online Courses (MOOCs) at many universities should cause UM to follow suit. Our online offerings are

largely utilized by our current students to facilitate degree completion, and this is one valid role they should play. UM provides a residential experience of direct interaction with excellent faculty and that will always be valued by many students. Also, the residential experience is where we can connect our strong history with our future. That said, our financial models for on-line delivery will need an overhaul if we are to expand online delivery even modestly and to the end of providing new resources. This will require focusing to some extent on how entire programs can be delivered online, rather than thinking about our offerings at the level of isolated courses. Programs can more easily be marketed than isolated courses. In the end, we all felt that the question we should be posing about technology is: how can we give our faculty the best possible digital tools so they can deliver curriculum (and engage in research) flexibly? This is a more important question than: how many online courses or programs do we offer? We conclude that facilitating easy adoption of hybrid teaching (face-to-face mixed with online) by faculty should be one of our highest priorities.

**Charge:** The Academic Program Portfolio Task Group had the charge of raising questions about the 2013-2023 suitability of the academic program mix that we have at UM. Suitability can be viewed in several different ways, but certainly we need to include foundational needs for education, student demand, employment needs, the complexity and pace of change in the world today, and emerging fields as best we can anticipate them.

*What are the principles on which we might judge our portfolio?*

*Given our strengths as a university, on what might we capitalize?*

*Where are options for new programs?*

*Where are options for modified programs?*

*Where are options for eliminating programs, particularly in areas where we might consider adding programs?*

*To what extent should we offer complete programs online?*

**Target Completion Date:** The task group on academic programming was asked to deliver its report to the UM planning committee. We have completed this draft and expect to have one more meeting to review it and incorporate some additional ideas that we have not yet had time to fully discuss. Final report should be available on or about **October 18, 2013**.

**Introduction and Background:** The task group was formed at a when our programs face two sorts of challenges. The first is the larger vision of President Engstrom that UM should actively create an education appropriate to our current and future global century. The second is the recent trend in enrollments that peaked recently and have trended down slightly in Fall 2012 and again in Fall 2013. These two challenges require caution and a sense of realism about limits to what we can accomplish, without losing the optimism that is necessary to raise our stature nationally, and our relevance to Montana, even in difficult times

**Methods and References:** The task group met twice to frame our general issues and decide upon a structure for analyzing both current programs and practices at UM, and national/international trends. After these two weeks of general discussion we made two organizational decisions.

- (1) We agreed to focus on three areas of academic programming that we felt were of greatest importance to UM: **Online curricular delivery, Programming with an international focus, Interdisciplinary opportunities.**
- (2) We split into two subcommittees: an **internal scan group** to look at current programs and practices along these three dimensions, and an **external scan group** to examine trends inside and outside academia along these three dimensions.

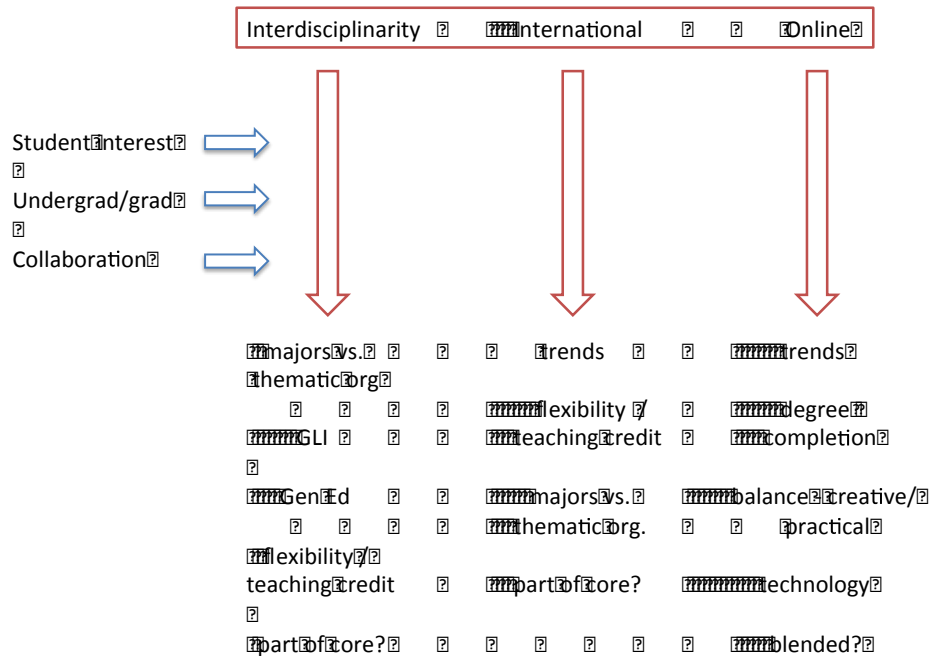
At the end of August, the two subcommittees reconvened as a committee of the whole to compare findings and harmonize our recommendations.

Each subcommittee gathered data from UM offices, web sites on and off campus, and conducted interviews with key personnel: UM academic Deans, and campus administrators with knowledge of our three areas of focus (Dean Roger Maclean, Robert Squires, SELL; Paulo Zagalo-Melo, Director of International Programs, and Scott Whittenburg, VP for Research and Creative Scholarship, and Arlene Walker-Andrews, Associate Provost for Global Century Education).

For each area of focus, we have combined the internal and external scans to produce a consolidated summary of trends, challenges and opportunities. Some data that served as a basis for our findings are briefly summarized, some are included in the appendices.

In order to understand the practical issue of how best to prepare our students for jobs, we consulted two recent surveys of employers: *Raising the Bar: Employers Views on College Learning in the Wake of the Economic Downturn* (2010), and *It Takes More than a Major: Employer Priorities for College Learning and Student Success* (2013)

**Initial Assessments:** We first discussed how we would approach developing principles for understanding where our programmatic opportunities would be found. The consensus was that three overarching issues need to provide a framework for such principles: 1) The degree of online curricular offerings that are possible or desirable, 2) our trajectory of international engagement in teaching and research, and 3) the vigor and potential for interdisciplinary strength in our programs.



**Figure 1** Our conceptual model for how to approach UM programs. The three main areas of our focus are shown in vertical columns with some key issues that would be raised toward the bottom. Cross-cutting factors relevant to all three foci are shown as horizontal arrows at the left. A fourth issue that is cross-cutting is our GENERAL EDUCATION PROGRAM. We seemed unable to avoid it in consideration of all three areas of focus. See text for some discussion of this.

## Area 1: Interdisciplinarity in our Curriculum and Research Portfolio

### **Key Questions we pursued:**

What is the role of interdisciplinarity in a UM education? Where are we successful in bringing interdisciplinary perspectives to teaching and research? How does this play out in undergraduate and graduate programs? Should UM find general mechanisms to create and manage interdisciplinary programs within (or outside of) the current departmental structure (i.e., could institutes or centers offer curricula/programs)?

***The state of things at UM:*** “Interdisciplinary emphases” are mentioned as important in the UM strategic plan. Our group agreed that these are very important and provide an opportunity to make UM education distinctive. Nonetheless, as a university we have not yet articulated the value of interdisciplinarity to our mission. The committee discussed the idea that interdisciplinary focus is not really a goal so much as a means to achieve our goal of graduating broadly educated critical thinkers for the global century. In that regard it seems clear that interdisciplinarity stems naturally from where leading edge research is found these days, and offers potential efficiencies in delivering curriculum. If our majors were generally interdisciplinary in their design (only occasionally true), then they could be lean in terms of credit hours and leave students time for real world experiences – both local and international – to complement the curriculum.

Interdisciplinary undergraduate programming is well represented by a number of UM degree programs. Our undergraduate majors and minors already have some strong areas that are interdisciplinary – for example, Health & Human Performance, Communication Studies, Environmental Studies, various “area” studies [Latin American, Asian – with three regional sub-areas], ethnic and gender studies [African American, Irish, Native American, Russian, Women’s and Gender Studies], Climate Change, International Development, Global Public Health.

The general experience in the College of Arts and Sciences has been that some of our more interdisciplinary majors and minors tend to show strong enrollments (Environmental Studies is a good example from the list of CAS majors, and International Development Studies is a great example from CAS minors). This suggests that we might explore the positive recruitment impacts from highlighting some of our most interdisciplinary areas to prospective students (and some can be found in every college).

Some of our graduate programs and multi-college degree programs are intrinsically interdisciplinary (e.g. Comm. Studies and Law, Public Administration and Law, Business and Law, Pharmacy and Business, Physical therapy and Business). Classic disciplines, such as Forestry and Geography have evolved into multi-disciplinary fields with components from the natural social sciences, economics, public policy, and various technologies.

UM has not systematically incorporated interdisciplinarity within our General Education program. However, new GLE courses that focus on “big” themes / problems and that explore multidisciplinary approaches to solve them could be incorporated into UM’s General Education program. So is the pilot program scalable? UM must accommodate team teaching, and interdisciplinary teaching into departmental unit standards to make this attractive to faculty.

***Trends and opportunities from academia and beyond:*** We agreed that there were concerns that needed to be stated before moving forward. These amounted

to the idea that students entering the workforce without a disciplinary focus may be at a disadvantage. This is likely because, in some sectors, employers need to hire employees with knowledge and skills in specific areas (e.g. accounting, chemistry). With this in mind, we propose to continue with a traditional core of degrees offered (or better, the core with an update to insure that many of our degrees reflect modern workforce needs), but attempt to strengthen, coordinate, and revitalize what are now called the General Education requirements.

We cite two examples that indicate the diversity of approaches possible to the question of disciplinary specialization. First, that of King Abdulla University of Science and Technology as having a forward thinking strategy in terms of interdisciplinary focus (see appendix). At KAUST, curriculum is formulated around 'problems' rather than specific disciplines. Each is locally relevant to the needs of Saudi society, can be addressed with a program of research, and is engaged in topics of global interest.

Second, surveys of what employers seek actually validate the notion that a liberal education is the best general preparation for success in work-life. Recent surveys of employers by AACU found that employers want Colleges to place the most emphasis on: written and oral communication, critical thinking and analytical reasoning, applied knowledge in real-world settings, complex problem solving, and ethical decision making (in that order). This argues that at UM our traditional liberal arts core retains value, but must be balanced with some measure of access to the development of interdisciplinary skills and knowledge that will be of use in employment.

In an era of greater focus on developing marketable skills in college graduates, it seems that some opportunities for synergy with Missoula College (MC) are being missed. The Climate Change Studies minor is one program that includes both Mountain campus and MC courses. One of the more stimulating ideas expressed was to include vocational course work into General Education requirements. Examples might include teaching anthropology majors to operate a backhoe, or basic construction skills for finance majors. Having requirements for vocational education as part of the General Education core could be an innovative step forward in college education.

***Main Recommendations:***

- Articulate what we hope to accomplish through interdisciplinarity [Goals might include preparing students for a work life that may lead them through several different careers, preparing students to be ready for emerging new areas of creative work in our economy that cannot be predicted at this time, etc.]

- Identify “one or more core areas of focus” for each of our undergraduate majors, allowing students the opportunities for broader academic exploration
- Consider how existing interdisciplinary centers and institutes at UM could become involved in the undergraduate teaching mission.
- Establish new interdisciplinary foci at that would each likely span two or more Colleges (these examples are not exhaustive)
  - Arts Management
  - Biomedical engineering, like the Materials Science program currently being developed, could include multiple institutions including Montana Tech and MSU.
  - Neuroscience
  - “Big Data” analytics and cyber security
  - Energy and renewable resources (Water and Water Policy could fit in as an increasingly important area for Montana)
- Adopt policies and mechanisms that will facilitate interdisciplinary teaching and research
- Include co-PI information in university IR databases
- Consider slimming down majors to allow more space for interdisciplinary options, what are the trends in student interests and motivations
- Encourage departments to include credit for interdisciplinary work in their unit standards, and dean’s offices to recognize its value faculty reviews and in reward structures
- Determine how our General Education requirement rubric might better embrace interdisciplinarity
- Pursue simple fixes to our current Gen Ed standards (for example, allow a second year of language to count as cultural studies).

## Area 2: Internationalization of Teaching and Research

**Key Questions we pursued:** How well are international issues and perspectives represented in our curriculum and our research portfolio? Are we using internationalism to maximum effect in our pursuit of educational goals? Have we optimized our ability to attract foreign students to UM and to enable UM students to visit and study in other countries? Are there barriers to increasing UM participation in global education and research? Can language acquisition help overcome some of the barriers, and facilitate study and research abroad?

**The state of things at UM:** Although Internationalism is referenced in many of the University's guiding documents, it is not fully integrated into the campus culture. The campus lacks a clear vision of international integration. For example, internationalization itself is often seen as a goal, rather than a mechanism to achieve fundamental academic goals

Nonetheless, our campus has a large number of international activities and internationalism has begun to influence curriculum and research. We currently have Study Abroad opportunities in 53 countries, and last year just over 330 UM students participated in these programs. For a listing of some of the notable highlights of UM international opportunities, see the appendices.

However, real problems remain. At a simple operational level, a mechanism for tracking scholarships, visiting faculty, or international research is not currently in place. The different offices administering the various dimensions of internationalization on campus (Office of International Programs, Foreign Student and Scholars Services, Enrollment Services, Office of Student Success) are in different sectors under different Vice Presidents. This creates coordination problems and inefficiencies (i.e., additional paperwork, duplicate visa issuing resources, pay structures, recruitment strategies) and perpetuates difficulties with Human Resources and Business Services.

**Trends and opportunities from academia and beyond:**

The variety of international experiences for students has increased in recent years. Even vigorous Study Abroad experiences can be expanded now to international work experiences and novel dual degree programs. At the same time, study abroad providers have reported that there has been increased interest from students in shorter-term international experiences as compared to the classic junior year abroad.

**Recommendations:**

- UM should more explicitly integrate international programming into the University's strategic plan and vision with the understanding that international opportunities are a means to achieving broader education and program goals



- We should merge FSSS with OIP for seamless support
- Language acquisition should be part of UM's international strategy. Foreign language-learning embodies UM's goals of diversity and cultural literacy and also increases the communication potential of students that is so sought after by employers
- Academic units and programs should explicitly define their international opportunities. Each College needs to create strategies for internationalization and have an individual who coordinates with a more centralized internationalization management structure
- UM must move from an international exchange system organized around individual faculty relationships to a more integrated, strategic set of institutional relationships and systems
- Thus: reduce geographic areas of collaboration to those that are active and valuable. Review where international connections could be made with unique/outstanding UM programs to offer dual degrees and to collaborate on research
- ELI students should be integrated more completely with campus culture; and we should offer them a "bridge" or "pathway" that eases the transition between ELI and academic degree programs
- Departments should be urged to include international activities in unit standards, goals, and assessments; Dean's offices should support efforts to recognize contributions to internationalism
- Build flexibility into the General Education program to provide more time for international experiences by students
- Evaluate and resolve structural and procedural difficulties to expanding international curriculum offerings and research

## Area 3: Online delivery of UM curriculum

**Key Questions we pursued:** What is our current strategic policy on use of online delivery for our curriculum? What student audience do we currently serve? Do we have a good business model? Where do opportunities exist for UM, especially given the volatile atmosphere surrounding online course delivery in higher education nationally?

**The state of things at UM:** It seemed clear from discussions with various faculty, staff, and administrators that there is no university-level mandate or strategy about how online instruction should fit into our curriculum. The facts as obtained from Data available through SELL shows that we currently serve an audience largely composed of UM students already on campus. Data from 2007 to 2012 shows that the number of students served rose to about 8,000 per year (Fall and Spring semesters) by 2010-2011 and that this number has now held relatively steady. This cessation of growth has occurred because of limitation in the budget of SELL for developing new courses and supporting ongoing course offerings. Our current catalog of offerings is course-centered, and offers very few full programs for degrees or certificates. Programs are intrinsically easier to market than isolated courses.

**Trends and opportunities from academia and beyond:**

The buzz around MOOCs has been much in the news, but this format of course delivery is of questionable relevance to UM. What seems more relevant is development of niche programs that capitalize on our unique strengths and our location. (It is evident that some of our competitors have come to a similar conclusion.) Hybrid programs, in particular, should be considered for more widespread and thoughtful inclusion in our curriculum. Such courses provide potential flexibility for faculty and students, as we enter a higher education world characterized as “post-modality” – where students will seek to piece together face-to-face and online experiences.

**Recommendations:**

- UM needs to have an overarching strategy with regard to online course offerings
- Our approach to the digital age and education needs to be centered on giving faculty training and access to the newest technologies for pedagogy and research, rather than just developing online courses
- We must articulate a business model that will enable online programs to gain revenue and pay for themselves. This is the only way to expand our offerings as needed

- If we wish to expand our current level of offerings, then we need a more programmatic approach or focused body of course offerings in a few specific areas where a certificate or degree can be obtained
- Without additional money, some online offerings may need to be dropped in order to allow fully online degree programs to be created, grow, and be marketed to our core online audience
- We need more student feedback to determine what students want (current UM students are the big audience) AND we need to develop easy ways to automatically assess each course
- We must find ways to support opportunities for blended delivery as part of many regular face-to-face courses, rather than making it a separate category
- We should be thinking of the non-traditional students we might reach in developing plans and marketing strategies

## **A Big Question: How to think about prioritizing academic programs at UM**

### **Considerations:**

- a) Students should be included in discussions about possible reductions
- b) We should be transparent about metrics to be used and should verify the accuracy and appropriateness of any metrics (data derived from banner is not always accurate compared with data maintained in departments)
- c) Instead of assuming that we should apply across-the-board metrics at the level of Colleges, we should perhaps have Colleges develop enrollment management plans, and consider action mostly when there is significant deviation from such plans (those plans might incorporate not only the most common metrics such as headcounts and FTEs, but also things like assessments of where students obtain jobs or other indicators of outcomes)
- d) There should be no “sacred cows.” (Everyone here was thinking of athletics – with no intent to imply athletics is unimportant to our campus)

### **Questions we had:**

Of course, we should strive at all times to preserve high quality in our instructional, research, and service programs, so how do we define quality?

Should assessments that scale to resources consider only resources that units have from the General Fund or from all sources??

If new programs or courses are being requested, at what point (in time, or in terms of structural level) should units be required to trim something else? [This is a strategy that might be used mostly for programs that are not growing]

### **Specific Factors:**

Redundancy (at the state level, we know it is sometimes a factor)

At the campus level, if redundancy is considered we should:

- (a) Recognize that in some cases what seems like redundancy may be necessary, and in line with best practices.
- (b) Always insure that any reduction will not impair access by students to needed courses or slow progress toward a degree
- (c) Be clear that most cases of redundancy can be reduced by collaboration across units and such collaboration should be recognized and perhaps rewarded.

There was not adequate time to delve into this area in any greater depth.

# Appendix Materials

## I. Membership of the Task Group:

Liz Ametsbichler	Professor, Modern & Classical Languages
Trent Atkins	Professor, Education
Marty Blair	Director, Rural Institute
Christopher Comer*	Dean, College of Arts and Sciences
Ray Ekness	Professor, Journalism
Ian Finch	Dir. Sust. & Food Proc., Dining Services
Camie Foos	Media Info Spec, Faculty Senate
Beth Howard	Director Undergraduate Advising Services
Jesse Johnson	Professor Computer Science
Anthony Kinney	Professor Physical Therapy
Eamon Ormseth	ASUM Senator
Mike Patterson	Professor Forestry and Conservation
Laure Pengelly Drake	Director, External Scholarships / Advising
Gilbert Quintero	Professor, Anthropology
Steve Schwarze	Chair, Communication Studies
Janet Sedgley	Computer Systems Analyst, IT
Barb Seekins	Asst. Director, Foreign Students
Stephen Sprang	Director, Ctr Biomolecular Structure & Dynamics
Lynn Stocking	Assoc. Dean, Missoula College
Maxine Ramey*	Director, School of Music, CVPA
Paulo Zagalo-Melo	Director, Office of International Programs

\*denotes the co-Chairs

## II. Interdisciplinarity

An interesting example: King Abdulla University of Science and Technology. This newly formed school benefits from being extremely well funded, and having consulted recognized experts on its charter. At KAUST, curriculum is formulated around 'problems' rather than specific disciplines. For example, the drivers at KAUST are catalysis, clean combustion, computational bioscience, geometric modeling and scientific visualization, membranes, desert agriculture, Red Sea science and engineering, solar and alternative energy science and engineering, and water desalination and reuse. Each is locally relevant to the needs of Saudi society, can be addressed with a program of research, and is engaged in topics of global interest.

### III. Existing programs and services that support Internationalism:

#### Area Programs

- [Asian Studies](#)
- [Central and Southwest Asian Studies Program](#)
- [East Asian Studies Program](#)
- [Irish Studies Program](#)
- [Latin American Studies](#)
- [Russian Studies](#)
- [South and Southeast Asian Studies](#)

#### Thematic Programs

- [International Conservation and Development Consortium for International Protected Area Management](#)  
<http://www.protectedareas.net/>
- [International Development Studies](#)
- [Intercultural Youth and Family Development](#)
- [International Field Geosciences](#)
- [International Business](#)
- [Global Public Health](#)
- *International Studies (pending)*

**Foreign Student and Scholar Services [FSSS]** Assumes responsibility for the general welfare of foreign students at UM. Provides direct support services, consultation, and liaison to help students and scholars achieve their educational and professional goals and to foster inter-cultural understanding and goodwill.

**The Office of International Programs [OIP]** has oversight for study abroad, faculty exchanges, training programs for international scholars, and the English Language Institute.

**Training Programs and English Language Institute:** OIP develops and conducts training programs for international scholars from various countries. The professional training includes, for example, seminars in educational policy, instruction, educational leadership, science teacher training, instructional technology, American studies, multicultural competence, and English as a Second Language. The current matriculation rate of ELI students is around 60%.

### **ELI Bridge Program (Undergraduate and Pre-Master)**

[http://www.umt.edu/ip/eli/Undergraduate%20ELI Bridge Program.php](http://www.umt.edu/ip/eli/Undergraduate%20ELI%20Bridge%20Program.php)

### **Faculty Exchange Program**

[http://www.umt.edu/ip/resources/um\\_faculty\\_staff/faculty\\_exchange.php](http://www.umt.edu/ip/resources/um_faculty_staff/faculty_exchange.php)

There were six Faculty exchanges last academic year and five in 2011-2012.

### **Study abroad**

[http://www.umt.edu/ip/studyabroad/how\\_to\\_apply/program\\_descriptions.php](http://www.umt.edu/ip/studyabroad/how_to_apply/program_descriptions.php)

There are currently 29 faculty directed programs.

### **Grizzlies Abroad (College of Forestry)**

<http://www.cfc.umt.edu/studyabroad/>

**UM Global Partners** is a service program that provides a "buddy" to help new foreign students during their first semester on campus.

**Global Grizzlies student group** Every summer, a group of about 10 Global Grizzlies travels to an international destination for a three-week volunteer medical service trip. [http://www.dhc.umt.edu/opportunities/global\\_grizzlies.cfm](http://www.dhc.umt.edu/opportunities/global_grizzlies.cfm)

**International Field Experience (Student Teaching)** The University has partnerships with various elementary schools to provide international student teaching experiences. Twenty-six students have been placed in 11 different countries since Spring 2010. Another 8 students will be in the field this autumn.

### **The Global Leadership Initiative <http://www.umt.edu/gli/>**

There are approximately 475 students enrolled in the GLI. Of these students only 3 are international. Twenty two students have received funding for U.S. passports. (**Note:** The GLI does not define "global" as international. Rather, global is used to describe our interconnected world. It places an emphasis on global issues of great social concern that affect human populations locally and around the world, and need to be solved using an inter- or multi-disciplinary approach.)

### **Montana World Trade Center (School of Business Administration)**

"Works to increase international trade through public-private partnerships, business networking, and student education." –website language

See Center Review at:

<http://www.umt.edu/facultysenate/archives/CenterReviews/Centers11-12/Montana%20World%20Trade%20Center5-3-12.docx>

### **Maureen and Mike Mansfield Center <http://www.umt.edu/mansfield/>**

### **Defense Critical Language Program**

<http://www.umt.edu/mansfield/dclcp/default.aspx>

### **Distinguished Service to International Education Award**

<http://www.umt.edu/president/events/Employee%20Recognition%20Day/RecDayAwards/IntlEd.php>

## **RELATED ACTIVITIES AT UM:**

**Multicultural Learning Solutions** <http://www.umt.edu/ip/mls/default.php>

**Missoula International Friendship Program** – promotes global awareness, understanding, friendship, and intercultural learning between international students and scholars at The University of Montana and the greater Missoula community.

**IE3 Global Internship program** – There have been just over 20 students each year since FY 10 doing internship work internationally through the program. See appendix for details on countries and student majors. These numbers reflect the students that take internships for credit. There are quite a few students who do international internships on their own without taking credit.

**Peace Corps** – UM ranks No. 7 on the Peace Corps' Ranking of Top Master's International Programs and No.12 on the Peace Corps' Top Colleges for medium schools. <http://files.peacecorps.gov/multimedia/pdf/stats/schools2013.pdf>  
UM is the first public university in the country to partner with the Peace Corps to offer the Peace Corps Preparatory Program. The United States Peace Corps recently ranked Missoula second, only to Loveland, CO., in the nation for producing per-capita Peace Corps volunteers. In this year's rankings, the state of Montana came in seventh overall for Peace Corps volunteers per capita.

## **IV. Some specific examples of online activities of competitors:**

U of Washington

About 25 online degree programs, mostly Masters in Computing, IT, Engineering. Lots of courses and certificate programs.

Oregon State E-Campus

About 30 online degree programs, half undergrad half graduate. Just starting one in German. <http://ecampus.oregonstate.edu/online-degrees/undergraduate/>

Gonzaga

Fewer than 10 programs, three in nursing. <http://online.gonzaga.edu/>



Quick Summary of the 2013 Employers survey:

## *Percentage of Employers Who Want Colleges to “Place More Emphasis” on Essential Learning Outcomes*



### ★ Knowledge of Human Cultures and the Physical and Natural World

• Science and technology	70%
• Global issues	67%*
• The role of the United States in the world	57%
• Cultural diversity in the United States and other countries	57%
• Civic knowledge, participation, and engagement	52%*

### ★ Intellectual and Practical Skills

• Written and oral communication	89%
• Critical thinking and analytic reasoning	81%
• Complex problem solving	75%
• Teamwork skills in diverse groups	71%*
• Creativity and innovation	70%
• Information literacy	68%
• Quantitative reasoning	63%

### ★ Personal and Social Responsibility

• Ethical decision making	75%
• Intercultural competence (teamwork in diverse groups)	71%*
• Intercultural knowledge (global issues)	67%*
• Civic knowledge, participation, and engagement	52%*

### ★ Integrative and Applied Learning

• Applied knowledge in real-world settings	79%
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Note: These findings are taken from *Raising the Bar: Employers' Views on College Learning in the Wake of the Economic Downturn*, a survey of employers conducted for AAC&U by Hart Research Associates and published in 2010. For a full report on this survey and related employer findings, see [www.aacu.org/leap](http://www.aacu.org/leap).

\*Starred items are shown in multiple learning outcome categories because they apply to more than one.

**Alternative (bulleted) Executive Summary:** The Task group on academic programming began meeting in July 2013 to consider how we should judge the university's programmatic offerings with a 10-year horizon: how can we insure a strong mix of programs? Specifically, are there trends we should be aware of that pose risks, or opportunities for our academic vitality? Our conclusion is that the three overarching factors of greatest importance are:

- (1)** the degree of **interdisciplinarity** at campus and especially at program levels;
- (2)** the amount of **internationalization** we have achieved, and should achieve, also at campus and program levels; and
- (3)** the desirability and prospects for a strong **online curriculum** component to our programs.

Based on analysis of institutional documents (UM and others) and interviews with key UM administrators, we have come to a number of conclusions and make corresponding recommendations.

#### INTERDISCIPLINARITY

- UM has yet to clearly articulate the value of Interdisciplinary programming to our educational goals.
- We must not miss opportunities based on linkages that could be established between our two-year and four-year educational programs.
- If our majors were generally interdisciplinary in their design (only occasionally true), then they could be lean in terms of credit hours and leave students time for real world experiences, both local & international, to complement the curriculum.
- Strengthening the degree of interdisciplinarity in our General Education program will allow the same sorts of flexibility for students.
- New programmatic opportunities exist in interdisciplinary areas that we should investigate, such as arts management, biomedical engineering, neuroscience, digital analytics and security, and water and energy resources.

#### INTERNATIONALIZATION

- UM still needs to identify meaningful strategic targets for internationalization.
- The organization of international activities is cumbersome and confused and should be streamlined toward ease of student use and programmatic efficiency.
- We have many more international "partners" than we really require, we now need focus and excellence, and improved communication and collaboration.
- We must integrate our international visitors, at all levels, into campus culture.
- International programming should be connected with people and priorities at the level of colleges.

#### ONLINE EDUCATION

- Academic Affairs should articulate clear goals for the use of online course delivery in a UM education.
- The question we should be posing about technology is: how can we give our faculty the best possible digital tools so they can deliver curriculum (and engage in research) flexibly? (Not how many courses are currently online)
- Our online offerings are largely utilized by our current students to facilitate degree completion, and this is one valid role they should continue play.
- A residential experience with meaningful interactions of students with faculty mentors is where our strong history aligns with our future, not MOOCs.

- Our financial models for on-line delivery will need an overhaul IF we choose to expand online delivery even modestly and to the end of providing new resources.
- Facilitating easy adoption of hybrid teaching (face-to-face mixed with online) by faculty should be one of our highest priorities.