



# POLICIES, REGULATIONS AND FINANCIAL REVIEW

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**MONTANA**  
TECHNOLOGICAL UNIVERSITY



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## Montana Technological University Mission Statement

As Montana's Special Focus Institution, Montana Technological University provides a transformative student experience by developing leaders and advancing science, engineering, and technology, with the purpose of benefiting humanity while meeting the changing needs of society.

## Mission Fulfillment

Montana Technological University (Montana Tech) has experienced many changes in the past few years that have shaped the institution and directly impacted our dedication to student success. These include new people in all the senior leadership positions, including the deans, restructuring and reconfiguring leadership roles and responsibilities, and a new [strategic plan](#). Many of these changes happened just prior and during the COVID-19 pandemic. Throughout these significant and impactful events, Montana Tech has been able to make progress in fulfilling our commitment to student success. This commitment is clearly reflected in the mission, values, and goals of our new Strategic Plan. Although this report is focused on Standard Two-Governance, Resources, and Capacity; we allocate resources and organize the people and structures of the institution to ensure that we are an institution that supports all students in attaining their educational and life goals.

Under the leadership of the ALO (Provost/Vice Chancellor of Academic Affairs), the Accreditation Committee leads the accreditation process. This committee consists of a diverse group of faculty, administrators, and staff. It is the responsibility of this committee to ensure that Montana Tech is fulfilling its mission by reporting, identifying areas that need improvement, and making recommendations for change.

One significant change that has occurred during the past year has been an effort to increase the level of ownership of the NWCCU accreditation process by faculty. Although faculty involvement has been acceptable, we recognized that there was room for improvement in this domain. We were fortunate to have two faculty who were eager to participate in the NWCCU Mission Fulfillment Fellowship. These two faculty are members of the Accreditation Committee and serve as faculty peer mentors and leaders in assisting departments develop robust

evaluation plans. The NWCCU Fellows are providing the faculty with the resources to take a leadership role in quality improvement. The goal is to move the institution forward and encourage further engagement and methodological creativity, and invention in the accreditation process. They provide a practical approach to academic program improvement.

With the assistance and guidance of the Accreditation Committee, we continue to refine and improve the tools and approaches to assessment of mission fulfillment. Every domain on campus has been looking for ways in which to improve the process to ensure that the information that we are collecting as part of the review process will inform and drive improvements in fulfilling our commitment to student success.

### Eligibility Requirements

Montana Technological University remains compliant with NWCCU Eligibility Requirements. A Statement of Affirmation (Attestation) from Chancellor Cook can be found [here](#).

### Standard Two – Governance, Resources, and Capacity

#### 2.A.1 Governance

**The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.**

Montana Tech benefits from the stable, effective, and widely understood structure as a unit of the Montana University System (MUS). The MUS is administered by the [Office of the Commissioner of Higher Education](#) (OCHE). The [MUS Board of Regents](#) (BOR) has governance authority established by the

[Montana Constitution](#), with details covered in [Montana law](#) and in [bylaws](#) and [policies](#) updated by the BOR and legislature. The BOR does not have a policy review calendar, but has an internal process that continuously reviews existing policies and makes recommendations to OCHE and the BOR.

As per the [BOR website](#):

The governance and administration of the Montana University System is vested with the Board of Regents, which has full power, responsibility, and authority to supervise, coordinate, manage and control the Montana University System, and supervise and coordinate other public educational institutions assigned by law.

The Board consists of seven members appointed by the Governor, and confirmed by the Senate, to seven year overlapping terms. One of the members of the board shall be a student appointed by the Governor who is registered full-time at a unit of higher education under jurisdiction of the board. The length of the term of the student member is one year with possibility of reappointment to successive terms. (See [Student Regent Appointment Profile](#) for more information.)

The Governor, Superintendent of Public Instruction, and the Commissioner of Higher Education are ex-officio members of the Board.

The MUS has a Commissioner of Higher Education who is the Chief Executive Officer of the MUS. The responsibilities of the commissioner are detailed in [BOR policy 204.3](#). The MUS coordinates and executes BOR policies. The [MUS strategic plan](#) defines the role and agenda for the MUS.

The BOR's decision-making structures and processes have numerous mechanisms for consideration of the views of faculty, staff, administrators, and students. Among these mechanisms are [formal scheduled meetings](#) with each of these stakeholder populations on a rotating basis at each BOR meeting. Meetings take place on different campuses in the system, so that each campus hosts a meeting every two years.

At the institution level, Montana Tech is led by the Chancellor, the Provost/Vice Chancellor, and three additional Vice-Chancellors. The roles, responsibilities, and authorities of these leaders, others who report to them, and the numerous committees participating in the decision-making structures, are included in the [Montana Tech Faculty/Staff Handbook](#). Through the committees, meetings, forums, weekly electronic communications, the views of faculty, staff, administrators, and students are invited and considered.

Alumni and employer stakeholders are also consulted frequently. These individuals serve on the Institutional Advisory Boards associated with many academic programs. These boards allow for the consideration of their input on the content and operation of each program and its effectiveness in preparing students for future career/workplace success.

### 2.A.2 University Leadership

**The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.**

The [Montana Tech Administration](#) is described in the [Montana Tech Faculty/Staff Handbook](#) (Sec. 105). Directly reporting to the chancellor are four Vice Chancellors: Vice Chancellor for Academic Affairs/Provost, Vice Chancellor of Administration and Finance, Vice Chancellor for Research/Dean of Graduate School, and the Vice Chancellor for Student Affairs/Dean of Students, and showcased through this [organizational chart](#).

The Executive Team includes the Chancellor, Vice Chancellors, Director of Finance and Budget, Director of Athletics, the CEO of the Montana Tech Foundation, and the Chief of Staff. For more information, refer to the [Curriculum Vitae](#) for the Vice Chancellors.

### 2.A.3 Chief Executive Officer

**The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.**

Montana Tech’s CEO is the Chancellor, who is appointed by the [Montana Board of Regents](#) (BOR). This individual is accountable for the operation of the institution, and reports to the President of The University of Montana in Missoula (UM). [BOR Policy 205.2.1](#) delegates to the Chancellor responsibility for the management, “leadership and coordination of all campus activities, including academic, fiscal, and student affairs.” The Chancellor is not a member of the BOR.

[Dr. Les Cook](#) has been the Chancellor since July 1, 2019.

#### 2.A.4 Decision Making Structures and Processes

**The institution’s decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.**

As a unit of the [Montana University System](#) (MUS), Montana Tech benefits from an effective, stable system of governance that has been in place since 1994, with clearly defined authority, roles, and responsibilities. The [Montana Board of Regents](#) (BOR) has governance authority established by the Montana Constitution, with details covered in Montana law and in [bylaws and policies](#) updated by the BOR and legislature. The BOR’s decision-making structures and processes have numerous mechanisms for consideration of the views of faculty, staff, administrators, and students. Among these mechanisms are formal scheduled meetings with each of these stakeholder populations on a rotating basis at each BOR meeting. Every meeting has sessions for public comment, in-person, or remote, where faculty, staff, and students are encouraged to share their views on BOR agenda items, university governance, and issues relevant to individual campuses. Meetings take place on different campuses in the system, so that each campus hosts a meeting every two years. The majority of the BOR meetings occur on MUS campuses on a regular schedule. Montana Tech hosts a meeting in September every two years, with the most recent being 2021. These on-campus meetings provide an enhanced opportunity for members of the Montana Tech community to directly interact with Regents and staff from the Office of the Commissioner of Higher Education (OCHE).

The [Faculty Senate](#), [Staff Senate](#), and [Associated Students of Montana Tech](#) (ASMT) provide the structural role of shared governance at Montana Tech and

framework for collecting views and exchanging information of the group represented. The president of the Faculty Senate, Staff Senate, and ASMT are members of the leadership team. There is faculty, staff, and student representation on the Budget Advisory Committee. Senior leadership at Montana Tech consists of a Chancellor, the Provost/Vice Chancellor of Academic Affairs, and three Vice-Chancellors, which is represented in this [organizational chart](#). The roles, responsibilities, and authorities of these leaders, others who report to them, and the committees participating in the decision-making structures, are included in the [Montana Tech Faculty/Staff Handbook](#). Through the committees, formal and informal meetings and forums, email, and other methods of communication, the views of faculty, staff, administrators, and students are invited and considered.

Alumni and employer stakeholders are also consulted frequently. These individuals serve on Institutional Advisory Boards (IAB) associated with many academic programs. The IAB's allow for the consideration of their important views on the content and operation of each program and its effectiveness in preparing students for future success.

### 2.B.1 Academic Freedom

**Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.**

The institutional setting for academic freedom at Montana Tech is described in the introduction to the Faculty Code of Conduct in the [Montana Tech Faculty/Staff Handbook](#) (Section 202). The [Montana Tech Faculty CBA](#) (Article 9) and [Two-year College Faculty Association CBA](#) (Section 4.15) provide information about academic freedom for faculty within each of the associations. [BOR Policy 302](#) additionally addresses academic freedom.

### 2.B.2 Environment Supportive of Independent Thought

**Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned**

**conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.**

The [Montana Tech Faculty/Staff Handbook](#) (Section 201) reinforces Montana Tech’s commitment to academic freedom and promotes the right to think independently in the pursuit and dissemination of knowledge. The institution does not expound any personal, social, or religious philosophy; moreover, it recognizes and protects the right of all individuals to examine thought, reason, and perspectives and reach their own conclusions. At the same time, it protects the rights of other constituencies in the campus community to do the same. Montana Tech endeavors to foster reasoned and respectful discussion and dialogue on these matters and does not tolerate infringements of the rights and academic freedoms by its employees and students.

The [Montana Tech Student Handbook](#) (p.36) contains a statement on community expectations that “...defends freedom of inquiry and discussion and allows for the free and open exchange of knowledge, ideas and opinions.”

## Policies and Procedures

### 2.C.1 Credit Transfer Policy

**The institution’s transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.**

Credit is awarded and transferred based on definitions and policies found in the [Montana Tech Catalog](#). With respect to transfer credit specifically, Board of Regents (BOR) [Policy 301.5](#) requires the transfer of college-level credit into all Montana campuses, including Montana Tech, from any regionally accredited institution, including community colleges. As stated in the [Montana Tech Catalog](#), transfer credit is considered upon receipt of official transcripts from another post-secondary institution (excluding dual credit), and Montana Tech determines the applicability of credits toward a degree. The Montana University System (MUS) implemented [a common course-numbering system](#) adopted by all the MUS

campuses. This system facilitates matching courses across campuses and against degree requirements. It enables seamless credit transfers between and among various MUS campuses.

Montana Tech also provides military and veteran students with a means of evaluation of prior learning and has internal processes to ensure appropriate granting of credit for military training and courses based on [American Council of Education](#) recommendations. For veteran and active-duty members who wish to utilize Veterans Education Benefits, Montana Tech will evaluate all previous education and training, including Joint Services Transcripts, and will maintain records of any prior credit awarded. It is up to the discretion of Montana Tech to award credit.

The MUS also has a [single-admission process](#) that allows students to request a campus to send their admission information to another system campus, eliminating the need to apply to each campus separately. The approval process for course transfer that is described in the [Montana Tech Catalog](#). When transferring from U.S. colleges:

- The student must have an academic record with a cumulative grade point average of at least 2.0 or greater on a 4.0 scale or at least a "C" average, in order to be eligible for full admission
- The student may be required to complete a placement test if they have not completed college level math and/or writing within the last two years.

Montana Tech's [Admissions Office](#) provides a comprehensive guide to support transfer students. Students who intend to transfer can receive [guidance from advisors](#) on selecting the most appropriate courses in which to enroll. Advisors work with students to ensure they are choosing the courses that will make their transfer as smooth as possible. The university also maintains transfer agreements with other institutions to assist students with their transfer goals.

### 2.C.2 Student Rights and Responsibilities

**The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.**

The University has a comprehensive policy covering Student Conduct and Grievance that spells out student expectations, the need to seek assistance from instructors, course and instructor evaluations, and academic honesty. Policies and procedures regarding students' rights and responsibilities are clearly stated and available in the [Montana Tech Student Handbook](#), which is updated and published annually. The [Montana Tech Student Handbook](#) includes a section on students' academic rights and responsibilities (p.10), student conduct (pp. 11, 12), academic honesty (p. 11), other policies and appeals (throughout), methods for resolving grievances (p. 16), and accommodations for persons with disabilities (p. 26).

Policies are administered by the appropriate authorities. The Student Judicial Appeals Board provides routes for appeal and thereby a mechanism for ensuring fair and consistent administration. The [grade appeal process](#) is outlined in the [Montana Tech Catalog](#).

The Student Judicial Appeals Board [Montana Tech Student Handbook](#) (p.18) is comprised of the Provost, the Chair of the Faculty Senate, two students appointed by ASMT, two faculty members appointed by the Chancellor, two staff members, and the Dean of Students as an ex-officio member and resource person.

Accommodation for qualified students with disabilities can find guidance and support from the [Montana Tech Catalog](#) and the [Disability Services](#) website. The University complies with the [Family Educational Rights and Privacy Act \(FERPA\)](#) and [Discrimination, Harassment and Retaliation policy](#) (Title IX) and publishes information on student rights and responsibilities on those respective pages.

### 2.C.3 Admission, Continuation, Termination Policies

**The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.**

Montana Board of Regents (BOR) [Policy 301](#) governs admissions standards. Montana Tech's admission and placement policies, including policies for the

admission requirements for [first-year students](#), [transfer students](#), and [International Students](#). Admission requirements are described in the [Montana Tech Catalog](#) and updated annually. Additionally, there are special processes for students who are [Dual Credit](#), [Former Student](#), [Jump Start](#), [Non-Degree Admission](#), and [students who were home schooled](#). The Admissions Office also maintains pages on the [Montana Tech website](#) for quick and easy reference to admission policies and procedures.

Admissions requirements for [first-year students](#), transfer students, and [Highlands College](#) are also specified in the [Montana Tech Admission webpage](#).

Montana Tech is an open admissions campus for students meeting the [Montana BOR admissions requirements](#). Students must meet the high school graduation or equivalency requirements as well as provide proof of necessary immunizations. Submission of standardized test results (ACT/SAT) is optional, and scores are used for scholarship and placement purposes only. Students who do not provide ACT/SAT scores may demonstrate their level of math and writing preparedness through one of the following methods:

- a placement exam administered by Montana Tech
- college transcripts from dual credit courses, AP or CLEP exam scores,
- other prior learning assessment tools (as described in the Montana Tech catalog).

Admission to Montana Tech's Graduate School is also described in the [Montana Tech Catalog](#). Graduate admissions requirements are program specific, with a minimum requirement by all programs being that an applicant must have the equivalent of a U.S. bachelor's degree in an applicable discipline with a GPA for full admission of at least 2.9, along with adequate English-language proficiency, a personal statement, and reference letters. Some programs also require Graduate Record Examination (GRE) scores, and some require a résumé, writing samples, or other materials.

Board of Regents policy also allows high school students to take college classes through a [dual enrollment program](#) as "Dual Credit" Students. These students submit a special, limited application and pay reduced tuition. Dual credit students must submit the full application for admission if they wish to matriculate into a degree program at Montana Tech.

[Graduation requirements](#) and policies and procedures regarding [Academic Standing](#), which includes continuation in, termination from, and readmission to degree programs are also described in the [Montana Tech Catalog](#). These policies are administered as described, with various established mechanisms for appeal: [Petition for Academically Suspended Students](#); [Grade Appeals](#); and decisions in the [Graduate School](#).

All Students must maintain a [2.00 cumulative GPA](#) to maintain satisfactory progress and avoid being placed on academic probation. If in any semester while on probation a student falls below the minimum standard for academic progress, the student will be academically suspended from the University.

The university follows the guidance and policies from the Handbook of [American Association of Collegiate Registrars and Admission Officers](#) (AACRAO) and the [Montana University System \(MUS\) policies](#) regarding secure retention of student records. AACRAO's record retention policy focuses on two elements: 1. The identification and definition of what is an important record, and 2. the storage and/or destruction of records over time. The MUS guidance supports that process and identifies the retention schedule for various documents. The university's [FERPA Statement listed in the Catalog](#) discusses how this applies to student records, our policies for keeping that information secure, when it can be shared, and what the students' rights are.

#### 2.C.4 Student Records

**The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.**

Current student records, including transcripts, are maintained on the Banner Student Information System Database, which is backed up nightly and secured off-site. Records that pre-date implementation of Banner (1989) are stored in fire-proof file cabinets or electronically in NOLIJ™ (the system used to store/retrieve scanned documents). This system is backed up weekly and secured offsite.

All employees with access to student records are required to complete online annual FERPA training. All new employees are required to complete this training

prior to being granted access to relevant student records. Our policy regarding confidentiality and release of student records is in the [Montana Tech Catalog](#).

The [Office of the Registrar](#) is responsible for maintaining student records. Records relating to student conduct are kept by the [Dean of Students Office](#) (conduct) and [Human Resources office](#) (Title IX).

## Institutional Integrity

### 2.D.1 Communication

**The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.**

To ensure that Montana Tech consistently represents itself in a clear, concise, and accurate manner, the offices of [Marketing and Public Relations](#), [Enrollment Services](#), and [Athletics](#) cooperatively develop, distribute, and oversee all major communications conducted through electronic and print media; these include the website, all major publications, audio and video materials, and media relations. Prior to release, all externally directed communications are rigorously edited and reviewed by the Executive Director of Public Relations and Marketing to assure their integrity and uniformity, usually following a thorough review by the Chancellor or appropriate Vice Chancellor. An example of Montana Tech's initiative to work with its constituents is provided in the [Strategic Plan](#).

Montana Tech's primary publications are the [Montana Tech Catalog](#), the [university website](#), and [MNews](#) (Alumni Magazine). The curricula and academic policies are updated annually each summer for publication of the next edition of the [Montana Tech Catalog](#).

Montana Tech consistently communicates the most pertinent statistical data publicly through the [Institutional Research](#) webpage. Data on enrollment, retention, and degrees awarded are publicly available through this office. The

Montana University System (MUS) also provides [data and reports](#) on Montana Tech and the other MUS institutions.

The web site clearly states the University's [mission and strategic goals](#). It provides general information about [academic programs](#), [research](#), [campus life](#), [financial aid/scholarships](#), and [student services](#). Each department reviews the content for their web pages and submits edits to the Office of Marketing and Communications.

### 2.D.2 Ethical Standards in Management and Operations

**The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.**

The institution ensures fair and equitable treatment of students, faculty, staff, and administrators by following all required federal and state laws. Montana Tech provides equal opportunity in education and employment and maintains compliance with the Americans with Disabilities Act of 1990, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

Student Affairs adheres to a set of professional ethics written by the [National Student Affairs Professional Association](#), [ACPA College Student Educators International](#); [Ethical Principles and Standards](#); additionally, various departments have their own professional set of ethics to guide their work, including [Financial Aid](#) and [Counseling](#).

**Student conduct**— At the beginning of every academic year, expectations for conduct are provided in the current edition of the [Montana Tech Student Handbook](#), which is made available to each student. Included here are codes of behavior associated with privacy, safety, and sexual harassment; with use of alcohol, drugs, and tobacco; and with use of facilities, firearms, and information technology.

- **Student Judicial Program**—The student-run Judicial Board acts as a forum for students to settle disputes in a controlled environment. The Dean of Students advises ASMT regarding the Judicial Board where most disputes are resolved by peers working together to adjudicate the situation.
- **Student expectations**—The campus developed an “Academic Rights and Responsibilities Statement” included in the [Montana Tech Student Handbook](#) (p.9). This statement addresses the students’ rights on campus as well as the expectations that the campus has of them as Montana Tech students.
- **Right to privacy**—Protections accorded to student academic records by the Family Educational Rights and Privacy Act (FERPA) are restated in the [Montana Tech Catalog](#) and the [Montana Tech Student Handbook](#). They are further detailed in the [Montana Tech Faculty/Staff Handbook](#) (Section 305).

The importance that both the Montana University System (MUS) and Montana Tech place on institutional integrity is reflected in the [numerous policies and procedures](#) that address the ethical and professional conduct of administrators, faculty, staff, and students. In addition to these policies and procedures, many members of the faculty and staff, as licensed or registered professionals in their specific disciplines, voluntarily subscribe to codes of professional conduct that are explicit and, in many cases, legally binding. Moreover, various segments of the institution also subscribe to codes of conduct appropriate to their functions. For example, Student Services adheres to the American College Personnel Association – National Association for Student Personnel Administrators ([ACPA-NASPA Ethical Principles & Standards](#)) and the Business Office adheres to the National Association of College and University Business Offices ([NACUBO Code of Ethics](#)).

As employees of the State of Montana, the administrators, faculty, and staff of Montana Tech are all subject to rules of conduct provided by law. Montana Code Annotated (MCA), [MCA § 2-2-103](#) prefaces these rules by stating that “the holding of public office or employment is a public trust, created by the confidence that the electorate reposes in the integrity of public officers, legislators, and public employees. A public officer, legislator, or public employee shall carry out the individual’s duties for the benefit of the people of the state.” Rules of conduct are specified in [MCA § 2-2-121](#) and are incorporated by reference in the [Montana Tech Faculty/Staff Handbook](#). In addition to the statutory rules presented in the

[Montana Tech Faculty/Staff Handbook](#), additional rules of conduct are provided by the following key policies on ethical and professional conduct:

- **Academic dishonesty**—The [Montana Tech Catalog](#) and [Montana Tech Student Handbook](#) address issues arising from academic dishonesty. Enrollment at Montana Tech is a voluntary act. By enrolling, a student thereby enters an academic community and assumes the specific obligations and responsibilities of appropriate academic behavior required by the institution. These obligations and responsibilities are more specific than those imposed on citizens by civil and criminal law. However, Montana Tech students who believe that the academic rules have been applied to them unfairly can ultimately appeal their case to the Academic Standards Committee which is chaired by the Provost.
- **Code of Expectations for the Montana Board of Regents (BOR) of Higher Education**—This statement, adopted by the BOR in 2003, contains a set of principles imposed by the BOR on their own conduct ([Board of Regents Code of Expectations](#)).
- **Conflicts of interest (COI)**—An awareness of issues associated with conflicts of interest help employees recognize and avoid those circumstances that cause conflicts of interest, and they ensure that any actual or potential conflicts of interest are properly reviewed and, where necessary, are managed according to applicable laws and regulations. The [research office](#) manages conflict of interest for all faculty. [Information about COI](#) is available on the research office website, which includes completion of a Conflict of Interest and Disclosure form that employees must complete on an annual basis.
- **Consulting services**—While recognizing the value of engaging in consulting activities, the Montana Board of Regents (BOR) has clear policies dictating that teaching, research, and public service are the primary responsibilities of faculty members. Both BOR [Policy 401.1](#) and [Montana Tech Faculty/Staff Handbook \(Section 217\)](#) clearly spell out that formal permission must first be obtained for anyone to engage in consulting activities.
- **Ethics Standards of Conduct for State Employees**—The [Code of Ethics](#) issued by the Montana Department of Administration, this document covers the rules specified by MCA § 2-2-121 and applies to all employees

- of the State of Montana. Clearly addressed are items such as conflicts of interest, gifts, and use of public property for private purposes.
- **Employment-related actions**—In addition to the equal employment opportunity statement referred to above, there are additional sections of the [Montana Tech Faculty/Staff Handbook](#) (Sections 203-212 and Section V) that provide additional procedures for employment-related actions.
  - **Equal educational and employment opportunity**—The equitable treatment of students, staff, faculty, and administrators is formally stated in our [Montana Tech Catalog](#) (Equal Educational Opportunity Policy), the [Equal Opportunity Employment-Title IX web page](#). The [Montana Tech Student Handbook](#) and the [Montana Tech Faculty/Staff Handbook](#) adhere to and reflect the principles of equal educational and employment opportunities.
  - **Faculty Code of Conduct**—The Faculty Code of Conduct of the Montana Tech [Faculty/Staff Handbook](#) (Section 202) addresses how to handle conflicts between the institution and the community and conflicts within the institution. This code of behavior encourages responsibly exercised academic freedom in an atmosphere of collegiality and mutual respect, thereby furthering the mission and objectives of the institution.
  - **Intellectual property**—The development, ownership, and use of intellectual property is governed by BOR Policy: [401.2](#) (inventions and patents), [401.3](#) (copyrights), [406](#) (ownership of electronic course material), [407](#) (technology transfers to business entities), and by [1901.1](#) (copying and use of computer software) which is promulgated both by the [Board of Regents Policies](#) and the [Montana Tech Faculty/Staff Handbook](#) (Sections 216 and 217).
  - **Research activities**—Research and other scholarly activities are addressed by the [research office](#) and the [Principal Investigators Handbook](#). Moreover, several of the policies that deal with conflicts of interest (see above in this list) also specifically apply to research activities and include the general policy on conflicts of interest.
  - **Right to privacy**—Protections accorded to student academic records by the Family Educational Rights and Privacy Act (FERPA) are restated in the [Montana Tech Catalog](#) and the [Montana Tech Student Handbook](#). They are further detailed in the [Montana Tech Faculty/Staff Handbook](#) (Section 305).

- **Student conduct**—The [Montana Tech Student Handbook](#) is available in electronic format to each student. The handbook lists rules associated with privacy, safety, and sexual harassment; with use of alcohol, drugs, and tobacco; and with use of facilities, firearms, and information technology.
- **Use of information technology**—The use of information technology is governed by [Montana Board of Regents \(BOR\) Policies](#) and [Campus Technology Services](#). The acceptable use of hardware, software, email, and network resources, privacy, system security, and software piracy are all addressed by these policies.

### **Policies and procedures for reviewing internal and external complaints and grievances**

- [Montana University System Complaint Process](#)
- [Montana University System Compliance Hotline Process](#)
- [Montana Tech Faculty/Staff Handbook Section 506 Grievance Policy and Procedure](#)
- [Montana Tech Faculty Association - Article 20 – Grievance Procedure and Arbitration \(PAGE 41\)](#)
- [Two-Year College Faculty Association – Section 8.1 \(PAGE 21\)](#)
- [Federation of Classified University Staff – MPEA – Article XIV – Grievance Procedure \(PAGE 31\)](#)
- [Maintenance Painters Union – Article 12 – Grievance Procedure \(PAGE 20\)](#)
- [International Union of Operating Engineers- Article XIII – Grievance Procedure \(PAGE 28\)](#)
- [Pacific Northwest Regional Council of Carpenters- Article XIV-Grievance Procedure \(PAGE 26\)](#)
- [Montana Tech Campus Safety, EEO-AA & Title IX website](#)
- [Montana Tech Campus Safety Website](#)
- [Discrimination, Harassment, and Retaliation Policy](#)
- [Discrimination Grievance Procedures Accompanying the Discrimination, Harassment, and Retaliation Policy](#)
- [Montana Tech Library Collection Development Policy Appendix D, Request for Review of Library Materials](#)

### 2.D.3 Conflict of Interest Policies

**The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.**

Conflict of Interest management is governed by Montana Board of Regents (BOR) [Policy 770](#) and Montana Tech's [general policy on conflicts of interest](#). Compliance with this policy is required by all full-time and part-time Montana Tech employees, including students who receive compensation from Montana Tech and students or others who design, conduct, or report research, educational, or public service activities of Montana Tech. On an annual basis, faculty and staff are prompted to disclose conflicts of interest and provided common examples to inform their disclosure. A pre-defined rubric as outlined in the [policy](#) is used to classify disclosed conflicts as either standard or potentially problematic. Examples of standard conflicts include sponsored travel by external entities, work on advisory boards, consulting, stock ownership, etc. The latter category typically involves situations that rise above this level, for example, situations with close fiscal or personal ties to students or external entities that may influence the employee's job performance. This classification initiates development of a specific and tailored management plan with the research office. As a public university, education is Montana Tech's primary purpose, and it operates in a manner that prevents social, political, corporate, or religious organizations from exercising inappropriate influence over its academic programs.

The Montana [BOR Policy 401.1](#) addresses consulting. In order to comply with this policy, Montana Tech requires that all faculty complete a Request to [Participate in Consulting Activities form](#) available on the [provost's website](#).

## Financial Resources

### 2.E.1 Financial Audit Process and Reporting

**The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.**

## University

The Montana Board of Regents (BOR) [Policy 210](#) establishes internal audit as an independent function to examine and evaluate Montana University System (MUS) activities. The MUS internal auditor reports functionally to the chair of the Budget, Administration, and Audit Committee and administratively to the [Commissioner of Higher Education](#), or the Commissioner's designee. The campus internal audit directors report functionally to the MUS internal auditor, and administratively to the president or equivalent. The dual reporting relationship ensures the independence of the internal audit function and the adequate consideration of internal audit findings and recommendations.

The [MUS Internal Audit Charter](#) states "internal audit will govern and comply with the mandatory elements of The Institute of Internal Auditors' International Professional Practices Framework (IPPF), including the Core Principles for the Professional Practice of Internal Auditing, the Code of Ethics, the International Standards for the Professional Practice of Internal Auditing, and the Definition of Internal Auditing."

The MUS fiscal year runs from July 1 through June 30. The University of Montana (UM) prepares the [consolidated financial statements](#) each fiscal year for itself and its affiliates: Montana Technological University, the UM -Western, and Helena College-UM. Annual Consolidated Financial Audits and Biennial Consolidated Financial-Related Audits for the UM and affiliated campuses are done by the [Legislative Audit Division](#). The Legislative Audit Division prepares an Audit Recommendation, and each campus prepares an Action Plan in response to any audit findings. This report specifies an action for each recommendation, and the action plan on all past recommendations pertaining to Montana Tech have been implemented and completed. The final [Audited Financial Statements](#) are made public in early spring.

In addition, the [UM Office of Internal Audit and Enterprise Risk](#) executes the University's annual Audit Plan and coordinates the University's Enterprise Risk Management program. They use a systematic and disciplined approach to

improve the effectiveness of governance, risk management and control processes at UM and all affiliated campuses.

Budget information is shared with the campus and community via the [Budget Administrative Services website](#). The Chancellor, Provost/Vice Chancellor for Academic Affairs, Vice Chancellor for Administration and Finance, and the Director of Finance and Budget meet monthly to review budget control and variance reports which incorporate projected revenues and expenditures. The Director of Finance and Budget produces a series of management reports including revenue, expenditures, and fund balance for each of the university fund types; Current Unrestricted, Auxiliary, Designated, Loan, Endowment, Restricted, and Plant. Any problems or issues identified in these reports are shared with the Executive Team and the [University Budget Committee](#). (See Standard 2.E.2 response for more information on the University Budget Committee.)

All campus managers have access to the UM Data Warehouse (UMDW) to track budget allocations, expenditures, and revenues. The Director of Finance and Budget makes every attempt to train managers on the use of UMDW. The UMDW is updated daily and provides a variety of reports to assist managers in monitoring and managing operating expenditures and revenues. All Vice Chancellors, Deans, Department Heads, Program Managers, and Directors are responsible for managing the operating expenditures within their area of responsibility. Operating accounts are also monitored regularly by Budget and Finance, and managers are alerted if their balance is over budget or anticipated to be over budget.

Detailed Information about the current fiscal year (FY 23) can be found in [this document \(Montana Tech FY 23 Budget Report\)](#), or on the [MUS budget pages](#).

See Std. 2.E.1 Table 1 and Std. 2.E.1 Table 2 for a summary of cash and investment program balances for the most recent five fiscal years.

**Std. 2.E.1 Table 1:** Cash balances for completed fiscal years have remained prudent and are monitored daily by the Director of Finance and Budget.

Cash	FY 18	FY 19	FY 20	FY 21	FY 22
Restricted	603,759	288,208	829,005	1,177,524	1,230,996

Current Unrestricted	379,699	615,264	274,671	501,669	294,725
Agency (MBMG)	84,514	231,593	392,479	618,506	921,580
Designated	57,012	109,170	543,703	996,436	1,402,202
Auxiliary	62,684	506,209	1,050,542	2,019,977	2,291,241
Loan	25,565	28,788	75,150	30,296	78,189
Endowment	2,599	2,649	2,849	2,849	2,849
Unexpended Plant	549,450	1,013,011	905,482	1,101,624	2,104,618
Renewal & Replacement	69,461	103,063	32,613	125,704	178,579
Retirement of Indebtedness	4,940	4,794	196,999	3,832	3,118
Agency		783		-237,246	
<b>TOTAL</b>	<b>1,839,683</b>	<b>2,903,532</b>	<b>4,303,493</b>	<b>6,341,171</b>	<b>8,508,097</b>

**Std. 2.E.1 Table 2:** Funds are invested in pooled accounts for each fund type and managed by the Montana Board of Investments in the Short-term investment program.

Investments	FY 18	FY 19	FY 20	FY 21	FY 22
Restricted	40,801	41,753	42,494	(242,319)	42,782
Designated	10,127,901	9,756,149	8,746,811	8,747,275	8,747,526
Auxiliary	6,400	6,550	6,666	6,695	6,711
Loan	338,418	522,029	524,315	528,078	496,336
Unexpended Plant	453,924	1,794,842	1,840,721	2,133,760	1,853,106
Renewal & Replacement	8,984,095	8,073,273	8,220,512	7,254,496	5,541,141
Agency	736	1,239	2,755		(166,988)
<b>TOTAL</b>	<b>19,952,275</b>	<b>20,195,835</b>	<b>19,384,274</b>	<b>18,427,985</b>	<b>16,520,614</b>

Montana Technological University has also maintained a reserve revolving account in accordance with the Montana Board of Regents [Policy 901.15](#) which

allows for unanticipated revenue shortfalls or unanticipated and unavoidable increases in expenditures. As of June 30, 2022, the reserve fund totaled \$1,590,885.

### Montana Tech Foundation

[The Montana Tech Foundation](#) (Foundation) is a separate 501(c)(3) organization that serves as Montana Technological University's (Montana Tech) development office. The CEO of the foundation is employed by the Foundation. Prior to July 1, 2022, the Foundation CEO was employed in part by Montana Tech as the Vice Chancellor for Development and University Relations.

The Foundation and Montana Tech are separate entities. The Montana Board of Regents (BOR) [Policy 901.9](#) defines the relationship, operating agreement requirements, and role of the Foundation. The BOR has the authority to terminate the relationship between the Foundation and Montana Tech. The BOR recently (2022) approved the [Operating Agreement](#) between Montana Tech and the Montana Tech Foundation.

The Foundation is audited annually. The governing board of the Foundation maintains and follows best current principles and practices in connection with the investment, spending, and financial statement presentation of the Foundation funds. The Foundation adheres to the standards of care and prudence articulated in the Uniform Prudent Management of Institutional Funds Act in connection with the investment and expenditure of donor-restricted endowment funds. Transparency is a critical goal of the Foundation, which publishes information about its performance [online](#)

The Foundation has led several successful capital campaigns for projects designed to specifically achieve Montana Tech's strategic goals. For example, the Foundation secured major donations and contributed towards the construction and equipment of the Lesar Family Nursing Simulation Center. The Foundation also secured major donations for the Student Success Center building and the Natural Resources Research Center building. The Foundation just recently secured their largest gift ever to set up an endowed fund to add and extend the Nursing Department's budget. The Montana Tech Foundation administers individual accounts for academic and administrative departments of Montana Tech; these accounts are often used to fund capital equipment which is then donated to the campus for classrooms and laboratories.

## 2.E.2 Financial Planning

**Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.**

The Montana Technological Budget Committee (UBC) is comprised of representatives from the university's functional areas, the faculty senate, staff senate, and student government. The [UBC Charge](#) concentrates on the fiscally prudent development, allocation and management of a balanced budget that aligns with the Montana Tech strategic plan.

The UBC advises by making budget recommendations to the Montana Tech Executive Budget Team: including base budgets, current year budget adjustments, reallocations and new initiatives and priorities. The Montana Tech Executive Budget Team includes the Chancellor, Provost, Vice Chancellor for Administration and Finance, and the Director of Finance and Budget. Committee members inform their respective functional areas and constituents of committee activities and solicit input for the committee.

Montana Tech develops an annual budget for all fund types: Current Unrestricted Funds, Auxiliary, Designated, Loan, Endowment, Restricted, Plant, and Agency (Montana Bureau of Mines and Geology). Any material budget variances must be explained and submitted to the [Office of the Commissioner of Higher Education](#) (OCHE), the central administrative unit of the Montana University System (MUS). These various budgets are submitted to the [Montana Board of Regents](#) (BOR) for approval each September. Once approved, the reports are published on the [Montana Tech](#) and the [MUS](#) websites.

Every two years, departments are asked to assess any need for increases in course/program fees. All fee increases, such as tuition, course, and program fees, are subject to approval by the BOR and are only reviewed once every two years. As part of this process, the student government is asked to vote to support or not support proposed fee increases. However, these fee increases may be further subject to legislative freezes or may be limited by legislative agreement.

Montana Tech maintains a Reserve Revolving account pursuant to [BOR Policy 901.15](#). This policy allows each unit of the MUS to establish a designated reserve revolving account to specifically manage and mitigate the impacts of unanticipated revenue shortfalls and/or unanticipated and unavoidable increases in expenditures. Montana Tech’s balance in the reserve account at the end of FY 22 was \$1,590,885. Additionally, the BOR policies allow for the establishment of separate reserves for scholarship ([BOR Policy 901.13](#)), retirement expenses ([BOR Policy 901.10](#)), and facilities deferred maintenance ([BOR Policy 901.6](#)).

Auxiliary building projects are often funded by proceeds from the issuance of bonds. Montana Tech is one of the affiliated campuses of the University of Montana. These campuses collectively issue bond instruments which are cross-pledged and administered by The University of Montana – Missoula campus. Bond payments are typically funded by revenue from auxiliary enterprises, land grant income, and from building fees. A debt-service plan is first created for the life of the bonds prior to their issuance in order to ensure that the campus involved can meet its future repayment obligation. Excess auxiliary funds are deposited into individual plant funds to pay for renovation and maintenance of auxiliary buildings or to purchase equipment. These bond obligations most often represent the majority of outstanding debt the institution carries (see Std. 2.E.2 Table 1).

**Std. 2.E.2 Table 1:** Montana Tech’s Debt as of June 30, 2022.

	<b>Principal</b>
Series L	1,802,780
Prospector Residence Hall Renovation	275,198
Living Learning Center/Student Success Center	13,250,442
Mechanical Insulation	60,603
ELC Renovation	622,892
HPER Building Renovation	870,893
Energy Retrofit/Chemistry & Biology Building	770,484
	<b>17,653,292</b>

### 2.E.3 Management of Financial Resources

**Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.**

The Montana University Board of Regents (BOR) [Policy Section 900](#) establishes the policies and addresses oversight and management of financial resources. BOR both approves and monitors operating and capital budgets, reserves, cash management, debt management, and transfers and borrowings. All fees and fee waivers must be approved by the BOR. Although the BOR does not have direct control over the various [Campus-Affiliated Foundations](#) charged with philanthropic fundraising, the BOR does provide oversight; requiring a BOR approved [Operating Agreement](#), annual reports, and audited financial statements.

### Human Resources

#### 2.F.1 Conditions of Employment

**Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.**

All Montana Tech employees go through a new employee orientation process. Montana Tech has several employee types (administrators, contract professionals, union faculty, non-union faculty, unionized classified staff, unionized crafts, and non-union classified staff). Terms and conditions of employment for union job classifications are described in the appropriate collective bargaining agreements (see list below in this section). The conditions of employment, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination for non-union employees are described generically in the [Montana Tech's Faculty/Staff Handbook](#). Classified staff have a separate [Staff Compensation Plan](#), which further details job series, increases procedures, and other employment and promotion items. Based upon feedback from recent employees and a campus survey, a [comprehensive onboarding process](#) has recently been developed. The university uses offer letters and letters of appointment to hire all staff. All contract employees receive both an annual appointment letter and an annual appraisal/evaluation. Individual

departments orient their new faculty to departmental policies and procedures in general, including departmental [standards for tenure and promotion](#).

A comprehensive list of documents that address employment issues follows:

Human resource policies / procedures

- [Board of Regents Policy 700 Section Personnel](#)
- [Board of Regents Policy 800 Compensation](#)
- [Montana Tech Faculty/Staff Handbook](#)
- [Montana Tech Human Resources Website](#)
- [Faculty and Staff Resources Website](#)

Policies/procedures related to teaching, scholarship, service, artistic creation, for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination

- [Montana Tech's Faculty/Staff Handbook](#)
- [Montana Tech Student Handbook](#)
- [Montana Tech Departmental Standards Website](#)
- [Collective Bargaining Agreements](#)
- [Montana Tech Additional Policy Book](#)
- [Two-Year College Faculty Association](#)
- [Federation of Classified University Staff](#)
- [Maintenance Painters Union](#)
- [International Union of Operating Engineers](#)
- [Pacific Northwest Regional Council of Carpenters](#)

## 2.F.2 Professional Growth and Development

**The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.**

Faculty are encouraged to attend at least one regional or national meeting per year and are further encouraged to present the results of their scholarship at these meetings. Support to attend these meetings may involve a combination of funds from: the faculty member's department, the

appropriate dean, the Vice Chancellor for Research, and the Provost. Tenure-track faculty are eligible to apply for a sabbatical every six years as outlined in [Montana Tech Faculty/Staff Handbook](#), (Section 212) the [MTFA-CBA](#), (Article 13) and [MTYCFA-CBA](#) (Section 4.13).

Department-specific professional development activities are described in the [Departmental Standards for tenure and promotion](#).

Montana Tech’s administrators and staff are both encouraged and supported in taking advantage of various professional development opportunities, such as [staff fee waivers](#), which covers tuition up to a maximum of six credit hours per fall and spring semester and four credit hours per summer semester. [BOR Policy 940.13](#) describes these benefits.

Montana Tech also provides many other professional development opportunities for its faculty and staff, such as hosting speakers and webinars, yearly human resource training, and various workshops. The campus has access through a shared site license with the University of Montana to LinkedIn Learning and [EAB](#). Montana Tech employees are invited to attend professional development activities offered via Zoom and in-person at the University of Montana. A [campus professional development team](#) coordinates an annual professional development day prior to the start of each academic year and events and activities throughout the year. Departments and managers also provide individualized training for their personnel, depending on their professional goals and needs.

### 2.F.3 Staffing

**Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.**

Montana Tech has been strategic regarding staffing levels over the last five years based on enrollment and the programmatic changes. As enrollments have slowly declined, the university has adjusted its overall employee FTE and worked to eliminate positions that are no longer necessary, downsize departments, and prioritize positions and duties that continue to align with student needs and the

college’s mission. The [institutional organization charts](#) indicate the reporting structures for each of the Vice Chancellors. Please see Std. 2.F.3 Table 1 for employee FTE information.

**Std. 2.F.3 Table 1:** Employee FTE and FTE changes since 2018.

<b>STAFFING</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>Budgeted FY22</b>	<b>5-year Change</b>
Contract Faculty	168	160	147	140	138	-18%
Contract Administrators	8	9	9	8	9	12%
Contract Professionals	47	41	37	39	44	-5%
Classified FTE	76	76	72	74	78	3%
<b>Total Faculty/Staff</b>	<b>298</b>	<b>286</b>	<b>264</b>	<b>261</b>	<b>270</b>	<b>-10%</b>

Each opening, resulting from either a resignation, creation of a new position, or change from non-tenure track to tenure track, is an opportunity for the Institution to enhance its stature or broaden its educational resources in concert with its traditional and changing roles in both teaching and research. In choosing a permanent faculty member, a thorough search shall be conducted as outlined below:

#### Faculty

The Department Head and faculty of the department where the new faculty member will reside shall have primary responsibility for the search. The Department Head shall consult with the Dean or Montana Bureau of Mines and Geology (MBMG) Director to establish the Search Committee.

In recruiting faculty, it is the primary responsibility of the Department Head and the faculty of the department where the new faculty member will reside to describe the academic and professional qualifications of the position to be filled. Although the ultimate responsibility for the position lies with the Chancellor, this description shall be the product of an informative and participative dialogue among the relevant instructional or research faculty, Dean, and Provost/VCAA or MBMG Director.

A terminal degree shall be the normal minimal requirement for faculty rank above instructor at Montana Tech. Exceptions to this, including either additional or lesser requirements, shall be determined by the [departmental standards](#) of the department affected in consultation with the Department Head, Dean, Provost/VCAA or MBMG Director.

#### Staff

Staff qualifications are discussed with the appropriate manager and Executive Team member, as well as Human Resources. Qualifications include required and preferred education and skills for each position.

#### Additional Hiring Policies and Information

Policies and procedures governing recruitment of faculty and staff are addressed in the [Montana Tech Faculty/Staff Handbook](#) Recruiting and Selecting New Faculty (section 203), Hiring Procedures (Section 500); [Montana Tech Faculty Association CBA](#) (Article 10); the [Montana Two-Year College Faculty Association CBA](#) (Article 9.5); on the [Montana Tech Human Resources Website](#) and in the HR office. The list of current job openings, materials, and policies related to seeking a job at Montana Tech can be found on the [Montana Tech Employment Website](#).

#### 2.F.4 Evaluation of Personnel

**Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.**

Classified Staff are evaluated annually by their immediate supervisors, who solicit input from appropriate parties, using a specific Performance Review Form (Staff Evaluation) available on the [Montana Tech Forms Website](#). These staff evaluations normally occur at the end of the fiscal year. In this process, department heads are evaluated annually by the Deans of their colleges with input from the faculty in their departments.

[Departmental standards](#) establish a set of standards for the evaluation of faculty in each academic department as they apply for Promotion, Tenure and Post-Tenure Review. The departmental standards must be consistent with [Collective Bargaining Agreements](#) and the [Montana Tech Faculty/Staff Handbook](#).

Departmental standards are developed by departments in consultation with the Dean of the college. Final approval of departmental standards or changes to departmental standards rests with the Provost. Departmental standards allow for flexibility in how departments evaluate faculty work/productivity in the areas of teaching, research, and service.

Evaluation of employees of Montana Tech is summarized in the [Montana Tech Faculty/Staff Handbook](#) (Section 504). The criteria by which Department Heads are evaluated can be found in the [Montana Tech Faculty/Staff Handbook](#), (Section 205.4.5), [MTFA-CBA](#) (Article 22.500), and [MTYCFA-CBA](#) (Article 7), Evaluation of Department Heads. Deans are evaluated annually by the Provost, and these criteria can be found in the [Montana Tech Faculty/Staff Handbook](#) (Section 205). Evaluation of Deans, Professionals, and Vice Chancellors are evaluated annually by their direct supervisors, who solicit input from appropriate members of the Montana Tech community. Finally, the Chancellor of Montana Tech is evaluated annually by the President of UM-Missoula, who solicits input from appropriate members of the Montana Tech community as part of the evaluation process.

## Student Support Resources

### 2.G.1 Student Learning and Success

**Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.**

The [Division of Student Affairs](#) provides academic and support services with appropriate programs and services to support student learning needs. Under the primary leadership of the Vice Chancellor for Student Affairs, a coordinated student-centered approach is in place to provide services. The list below illustrates the scope of programs that assist students at both Montana Tech and Highlands College campuses. Unless otherwise noted, each of the programs/services listed are administered by the Division of Student Affairs.

- [Academic Center for Excellence \(ACE\)](#) — ACE offers both face-to-face and online tutoring at no charge, along with a variety of academic support, guidance, and coaching to help students achieve their full academic potential.
- [Admissions](#) — The admissions team is responsible for targeting and communicating with potential Montana Tech students, with the goal of enrolling and supporting the right students who will be successful at Montana Tech, including undergraduates, graduates, and transfers. They accomplish this by analyzing markets, identifying possible prospects, representing Montana Tech at various events, and communicating with potential students throughout the enrollment cycle, including personal interaction with students and the design and implementations of recruitment campaigns.
- [Career Services](#) — Career Services staff serves students and alumni with career exploration, preparation, and implementation (starting their job search). The office assists company recruiters in connecting with students, alumni, faculty, and administration with a variety of services. Montana Tech students are consistently well-prepared for the job search and interviews, resulting in a significantly high Career Outcomes knowledge rate of over 93%.
- [Center for Academic Innovation \(CAI\)](#) — Administered through the office of the provost, the CAI supports faculty in their efforts to refine and improve their pedagogy and instruction to best support student learning and success. This includes online teaching and learning as well as assisting faculty who wish to bring innovative tools and techniques to the face-to-face classrooms.
- [Counseling](#) — Two full-time licensed therapists provide mental health services and promote wellness programming. The center also provides virtual tele-health services to support students away from campus during internships and on academic breaks. In addition, the therapists coordinate with disability services in support of students with disabilities.
- [Dining Services](#) — Dining Services offers a variety of food services to faculty, staff, and students, and provides a variety of nutritious, well-balanced meals at reasonable prices. Dining services is a contracted service operated by Sodexo.

- [Disability Services](#) — Montana Tech is committed to ensuring full and equal participation by eliminating barriers and making appropriate accommodations which allow students with disabilities to have equal opportunity in all aspects of campus life. The Coordinator provides support and assistance to students with disabilities, determines appropriate accommodations, and partners with faculty and staff on support of students.
- [Enrollment Services](#) — Enrollment Services provides all services related to enrollment. Services include Registrar, admissions, class registration, financial aid, veteran’s services, transfer credit evaluations, and graduation check list. The Enrollment Services staff is cross trained to assist both prospective and current students in all these areas, thereby providing an effective one-stop location to facilitate and enhance the enrollment process at Montana Tech.
- [Financial Aid](#) — This office administers grants, loans, work-study, and scholarships. Approximately ninety percent of our first-time students receive some form of financial aid. The team works with students on financial literacy and is crucial to supporting student affordability.
- [International Students](#)—The office of International Services supports students from other countries to maintain proper immigration status, transition support, and encourage student engagement throughout their academic experience at Montana Tech.
- [Institute for Educational Opportunities](#) (IEO) — The Institute for Educational Opportunities is a consortium of programs developed to provide K-12 and college students with the tools and support they need to achieve success in higher education. The IEO administers the [TRIO program](#) at Montana Tech.
- [Residence Life](#) — Residence Life supports students in their on-campus housing needs and engages them in holistic co-curricular programming and opportunities to connect with the greater University and Butte communities.
- [Student Health Services](#) —The Health Center supports the overall health and wellness of students and is staffed by a physician three hours a day and a nurse four hours every day while classes are in session. The Center

provides walk-in services for health-related issues Monday through Friday and contributes to Wellness education.

- [Student Union and Campus Life](#) — The campus life team engages students through a variety of intentional co-curricular activities that enhance students' overall experience. Campus Life also oversees the running of the Student Union, new student orientation, leadership development, and student government.

### 2.G.2 Catalog (Course Catalog)

**The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.**

Montana Tech maintains an electronic [Course Catalog](#) that is accessible from [the Montana Tech home page](#) and includes all relevant sections in compliance with standard 2.G.2. The [institutional mission](#) is listed in the [Course Catalog](#). Other important information for students and families are listed in the [Course Catalog](#) as well, including: [admission requirements and procedures](#), [grading policy](#), [degree and completion requirements](#), [tuition, fees, and other program costs](#), [refund policies and procedures for students who withdraw from enrollment](#), [opportunities and requirements for financial aid](#), and the [academic calendar](#).

The [Course Catalog](#) contains references to the [rules and regulations for student conduct, rights, and responsibilities](#) and these are fully listed in the [Student Handbook](#) (pp. 11-19).

The academic programs are grouped by school or college: [College of Letters, Sciences and Professional Studies](#), [Highlands College](#), [School of Mines and Engineering](#), and the [Graduate School](#). The Course Catalog descriptions for each program includes information on courses, degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings. The expected learning outcomes for each undergraduate program are listed in the catalog. The [Graduate School](#) outcomes are listed in the Course Catalog, not at the program level but college level, unless the program's own outcomes have been reviewed and endorsed by the Graduate Council. For example, the [MS Industrial Hygiene Distance Learning/Professional Track](#) is accredited by the Applied and Natural Science Accreditation Commission (ASNAC) of ABET and outcomes for the program are not the Graduate School outcomes.

As an example, the [Mathematical Sciences](#) portion of the [Course Catalog](#) provides information on the expected learning outcomes; and the [curriculum](#) outlines the course sequencing by semester and year based on normal student progress. Course description, prerequisites, and typical frequency within the curriculum can be accessed from the curriculum outline or the [course description](#) portion of the Course Catalog.

The Course Catalog contains the list of names, titles, degrees held, and conferring institutions for [administrators](#) and [full-time faculty](#).

### 2.G.3 Programs Requiring Licensure

**Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.**

Two programs at Montana Tech require licensure for employment: [Nursing](#) and [Radiologic Technology](#). Both program web pages provide current information

about the degree/certification, students, graduates, and board results. The web pages also contain information of admission deadlines and policies for prospective and current students . Promotional materials, including the program web pages, are designed to provide an accurate reflection of educational programs and their outcomes. The [Montana Tech Nursing Handbook](#) provides a comprehensive introduction and overview to the nursing program, expectations, and policies. The Course Catalog contains program specific information for these programs: ([Nursing B.S. Pre-Licensure](#), [Nursing B.S.N. Completion \(Post-Licensure\)](#), [A.A.S Radiologic Technology](#)).

Eligibility and licensure information and requirements for Radiologic Technology:

- [National registration, certification, and employment advancement](#)
- [Montana State Licensure](#)
- [Continuing Education](#)

Eligibility and licensure information and requirements for Nursing:

- [Montana Board of Nursing Administrative Rules](#)
- [Montana Board of Nursing Oversight Rules](#)
- [Montana Requirements for Employment and Advancement](#)

#### 2.G.4 Financial Aid

**The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources.**

**Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.**

Montana Tech has an effective and accountable program of federal, state, and institutional aid which is consistent with its mission. All [federal](#) and [state](#) aid programs and policies are published in the [Course Catalog](#). The priority filing deadline is published and made available to both prospective and returning students, and information is available at [the FAFSA website](#). Information about available financial aid programs, student-eligibility requirements, and procedures for applying for financial aid is published on the [financial aid website](#). The college

offers federal and state aid, including the federal Direct Student Loan program, Pell grants, SEOG grants, federal work-study, and state work-study.

The mission of the Financial Aid Office focuses on service to students and stewardship of funds. The office disseminates financial resources to students to assist them in achieving their educational goals from pre-enrollment through graduation while working with all constituents consistent with the required regulations and goals of the institution. Information on repayment options is on the [Financial Aid web page](#) and in the [Course Catalog](#). The University also offers [scholarship assistance](#) from various sources, including resources raised by the Foundation, and provides information on its [website](#) about scholarships administered by external entities. The University cross-references information, policies, and procedures about [Veteran Benefits](#) as well.

Prior to the fall semester of 2021, Montana Tech had one scholarship application with a priority deadline for new students. Beginning with the recruitment cycle for Fall 2021, scholarships to incoming students are offered upon admission (by late October/early November). Students can then complete the Scholarship Questionnaire for scholarships that have specific requirements and/or apply for scholarships they are invited to apply for. Continuing students apply for scholarships through the scholarship portal by February 15th each academic year.

#### 2.G.5 Communication of Financial Aid Repayment Obligations

**Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.**

Students who borrow using federal student loans are required to complete an online entrance counseling through the [Department of Education website](#) to review all the rights and responsibilities of borrowing a student loan, including repayment obligations. Before a student can receive a first disbursement of a Federal Direct Loan, the school must receive confirmation that entrance counseling has been completed. Students are informed of the requirement to complete exit counseling when they graduate, are enrolled less than half-time, or withdraw. Notification is sent to their institutional email and their personal email

address, if it was provided to the institution, no more than 30 days after the school becomes aware of the status. If the requirement is not completed, a second email is sent to both addresses. The institution uses the Department of Education website to provide exit counseling.

Montana Tech's [financial aid website](#) provides clear information on repayment obligations for the various types of aid. The information on the website also indicates that Montana Tech financial aid specialists provide both entrance and exit counseling. Students review all details of their aid and repayment obligation through the school's portal when they are reviewing their financial aid offer. A link to the student loan repayment estimator is provided at that time as well.

In addition to the required counseling, students are encouraged to review the Financial Education page on the Montana Tech website and can complete the Annual Student Loan Acknowledgement on the Department of Education's website. When the funding to support financial education on this campus was removed, the University of Montana Financial Education Department continued to deliver financial wellness information to Montana Tech students through their website and provide one-on-one counseling when requested.

Every year, Montana Tech receives preliminary default rate data in February and final cohort default rate data in September through the Department of Education. This information is used to determine when Montana Tech's default prevention efforts are working, where we can improve, and how the institution can explore new ideas for keeping students from defaulting. The default rate is then reported on the institution's website.

#### 2.G.6 Academic Advising

**The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.**

The University's [Advising Webpage](#) provides a comprehensive description of the advising program and offers students and faculty additional resources, support, and guidance. Academic advising is an integral part of the university's larger mission of educating students for life. It is a systematic, developmental process that assists students in achieving educational and career goals and in acquiring needed skills and attitudes that promote intellectual and personal development.

Full-time degree-seeking students attending regular semester (Fall or Spring) classes are [assigned an advisor](#). Montana Tech utilizes a shared structure of advising, in which advising is carried out by both faculty advisors and professional academic advisors through a Split Model: Degree-seeking students meet with a [professional advisor specific to their degree program](#) (there are 3 professional advisors at the North Campus and 2 professional advisors at the Highlands South Campus) until they reach a point in their academic plan designated by each program. For example, students in the School of Mining and Engineering transition from their professional advisor to their faculty advisor the semester they take Calculus I. High school students registered for college courses through [Dual Enrollment](#) are advised by the [Dual Enrollment coordinator](#) in partnership with their high school guidance counselor.

Professional advisors are housed in the [Student Success Center](#). Professional advisors work closely with the [Academic Center for Excellence](#). Faculty advisors are housed in their respective departments. Faculty and professional advisors communicate regularly about, and are knowledgeable on: curricula, program and graduation requirements, academic policies, best practices, and resources. Advisors participate in annual professional development, and the effectiveness of the advising program is assessed annually (included in the annual Program Review process).

The Student Success Center uses EAB Navigate software to track student progress and assist the advisors with data to provide individualized support, feedback, and intervention to ensure student success. Professional advisors (and faculty advisors beginning AY22-23) utilize EAB Navigate to document student meetings and outreach. [This presentation](#) provides background information on the best

practices advising that Navigate supports for Montana Tech students. In addition to in-house training, guidance for faculty using Navigate is found [here](#).

Beginning Fall 2022, advising at Montana Tech is evaluated from both the student and the advisor's perspective using surveys. Data from these surveys allows advisors and students to share how specific advising meetings went, evaluate advising on campus, and suggest improvements or changes.

Students are required to meet with their advisor prior to registering each term. At this meeting, advisors work with students to develop and review the student's academic and professional goals. Advisors also provide referrals to student support services such as tutoring, financial aid, career services, academic coaching, and more. Student meetings with professional advisors are guided by the academic advising syllabus which outlines a schedule of regular meetings throughout the semester.

Advisors communicate with current and prospective students regarding degree, certificate, and transfer requirements as well as University policies and procedures in order to support students in making informed decisions. Using evidence-based best practices, Montana Tech [advisors empower students](#) to make the most of their college experience and provide referrals to appropriate resources on campus. In turn, [students are expected to actively participate](#) in their academic planning and advising. Advising takes place in-person and/or online.

Students placed on probation are required to meet with their advisor prior to registration in the following term and are encouraged to meet with the academic success coach. These students work with their advisor to create an academic success plan. Additional meetings may be set up to check in with the student regarding progress.

### 2.G.7 Identity Verification of Distance Students

**The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose**

**achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.**

Online students must have their identity confirmed prior to gaining access to Montana Tech online resources and classes. Specifically, each student's identity is confirmed using the Banner student integration system prior to establishing password security. Verification of identity for in-person or online requests follows the policy for [Identity Theft Detection, Prevention, and Mitigation](#). Authentication credentials for students are created within 24 hours of registering for classes and all students have unique, secure usernames and passwords that allow them access to institutional resources including, but not limited to: Office 365, Oredigger Web, Course Evaluations, MyMtech (the campus portal), and the learning management system (Moodle).

Upon retrieving their username and password for the first time, students must set a user-defined question and answer. Students must also enroll in the password reset tool to change or retrieve a forgotten password. If they do not, then their Student ID, their Last Name, Question, Answer, and date of birth are required to retrieve the information. Authentication credentials are validated via [Shibboleth](#) which interfaces with the Active Directory to provide single-sign-on capability for web applications that include MyMtech, Moodle, and Oredigger Web.

All of Montana Tech computer systems are covered by policies found on the web that is accessible by employees and students. Students are also held accountable to the Montana Tech [Student Code of Conduct](#). Faculty, staff, and teaching assistants must take a FERPA (Family Education Rights and Privacy Act) course before being allowed access to any student information. Additional security practices beyond those discussed in this section of the report vary from course to course, and from instructor to instructor.

In addition to password security for Moodle, online faculty have two options for secure online test taking: Proctorio (which allows photo verification) and Moodle's Safe Exam Browser (a browser lockdown system). Students using the

Testing Center, either in person or online, are required to show a photo ID to test.

## Library and Information Resources

### 2.H.1 Sufficiency of Library Resources

**Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.**

The Montana Tech Library owns or provides access to a broad range of current academic resources that support all academic programs. These resources include both electronic and print journals and books, special collections, archives, technical reports, patents, and maps. The library participates in the Federal Depository Library Program and holds U.S. Government publications related to mining and natural resources dating from the 19th century. The library owns and receives regular updates to its large, unique collection of Federal Superfund Documents related to the remediation and clean-up of mine waste in Butte, Montana. Other collections include documents from the State of Montana, the Montana Bureau of Mines and Geology, other U.S. states, and foreign countries. Additionally, the library is the only designated Patent and Trademark Resource Center in Montana. These resources are available to students in the 4-year and graduate programs on the North Campus and for students in the 2-year, certificate, and workforce development programs at Highlands College.

In keeping with current trends, most of the library's resources are in electronic format including [145 databases](#), which contain [240,000 electronic serials](#), and [727,408 e-books](#). The majority of our databases contain full-text and are searchable from the [library homepage](#). All of Montana Tech's electronic resources are accessible to students, staff, and faculty 24-hours per day, seven days a week, through the library's website via proxy server. The library owns 147,000 books with all titles searchable via the [library search tool](#). The print serials collection includes over 1,900 titles, 102 of them current. Special Collections contain approximately 1,800 volumes including Montana history, works by Montana authors, and historic works in mining, geology, and metallurgy. The library archives contain 60 linear feet of Montana Tech records as well as historical photographs, student newspapers, and course catalogs. Additionally, the library

provides global access to campus research through [Digital Commons @ Montana Tech](#), Montana Tech's open-access institutional repository for publishing faculty and student research.

To help supplement its collections the library is a member of the TRAILS (Treasure State Academic Information and Library Services) consortium and the Lyrasis consortium. Public Services staff members use and maintain the ILLiad software system for [interlibrary loans](#), providing students and faculty access to materials not owned by the library. Resources are also obtained through the TRAILS Resources Sharing Program.

Planning for resources is based on the library's collection development policy the expertise of the librarians and on the feedback received from faculty, students, and staff. Librarians also get feedback from the Library Committee. Faculty from all campus departments serve on Montana Tech's Library Committee. At committee meetings they provide specific feedback and make key recommendations about library programs, initiatives, policies, and collections. Librarians also serve on the Curriculum Review Committee, Faculty Senate, and Graduate Council where they receive input on library resources and updates to the curriculum. In addition, the library also provides a [Suggest Items](#) link on its website. Adequacy of the collection is measured by using standards developed at Cornell and widely used by Academic Libraries called Collection Depth Indicators. These are numerical values (0-5) that indicate the scope of those materials which libraries intentionally need to collect. These resources identify the scope of the collection and ensure that the library collects the appropriate resources to support Tech's programs. Shared purchasing with the University of Montana's Mansfield Library and TRAILS greatly enhances Tech's ability to provide adequate resources that it could not afford otherwise.

To help navigate the abundance of online and print resources librarians create online [subject guides](#). The guides identify books, databases, journals, and websites that are directly related to specific disciplines or courses. Librarians offer one-on-one research consultations to all students and faculty on a scheduled or walk-in basis, in addition to email support, available by contacting [reference@mtech.edu](mailto:reference@mtech.edu). Librarians collaborate with faculty and integrate library and information literacy instruction sessions within Montana Tech courses. These sessions generally provide students with guidance necessary for accessing, navigating, evaluating, using, and citing information found within the specific library collections. In

addition, there is emphasis on sound research methods, critical thinking and lifelong learning.

Library staffing consists of a director, computer support specialist, two library technicians, and a part-time reference librarian who works 20 hours per week during the academic year. Over the past three years the current MT Tech administration has removed two library technician positions from the library with no explanation. In addition, because the salaries are below market, the library has been unable to fill its two tenure track librarian positions.

## Physical and Technology Infrastructure

### 2.1.1 Physical Facilities and Infrastructure

**Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.**

#### Physical

In 1896, the original Montana School of Mines laid the cornerstone for its first building, Main Hall. Today, Montana Tech comprises two campus sites: North Campus and Highlands College. North Campus is 132 acres and South Campus is approximately 41 acres. These two sites have forty-five buildings along with associated utility infrastructure; parking facilities; athletic, intramural, and campus recreation fields, a frisbee golf course and biking and hiking trails. The gross square footage (GSF) area of all the 45 buildings is just under 953,000 GSF. A map of North Campus along with links for Highlands College and parking facilities is available on the Montana Tech website ([Interactive Maps](#)).

The physical facilities at Montana Tech have always been planned, designed, and constructed to support the academic mission. Each facility was originally conceived with a specific purpose that depended on the institution's mission, goals, and program needs. Over the years, the mission has expanded, and goals have changed, but facilities planning for updates, renovations, and new construction have kept pace. Strategic planning of facilities has been a consistent theme at Montana Tech, and those plans have been generally followed as academic, student, and facility needs were confirmed.

Montana Tech has mandatory student fees that are dedicated to support several campus needs and facilities including the maintenance of physical facilities and technology infrastructure. A description of these fees can be found in Montana Board of Regents (BOR) [Policy 940.3](#).

Montana Tech has established the following general procedure executed by the Facilities Director for ensuring accessible, safe, and secure facilities:

- Create and refer to state academic building deficiency reports to identify most needed renovation and repairs;
- Analyze campus buildings and systems to determine areas and systems needing consideration for repairs – this is an ongoing process;
- Participate in the twice a year process within the State of Montana for Long Range Building planning and repairs;
- Organize and meet with Executive Team and Campus Facilities Refresh Team to discuss adequacy of current facilities and areas needing attention or expansion;
- Attend Leadership team meetings to discuss adequacy, availability of classroom, laboratories, meeting, and office spaces, as programs and departments expand and contract.

The university completed a [Campus Master Plan](#) in 2010 and refreshed the plan in 2017, which in concert with the biennial State of Montana [Long Range Building Program](#), has guided the institution's facilities planning. In 2020 the university convened a "Campus Refresh Committee" to lead an effort to assess campus space, to focus on refreshing the campus, and to serve as a precursor for the strategic plan and facilities master plan. In 2021, the university engaged NAC Architects to conduct a space analysis and utilization study with the study's goal to assess and analyze the usage of buildings throughout the campus and develop a long-range vision for it. In April 2022, NAC provided a three-phase plan outlining the space analysis and potential projects to improve campus facilities, building utilization and the student experience on campus.

During the spring 2022-2023 academic year, the university will convene a new Facilities Planning Committee which will incorporate the recommendations of the Campus Refresh Committee, NAC Architects recommendations, State of Montana

priorities, and Montana Tech Facilities condition inventory into a single plan of action for the future of facilities on campus.

Facilities are consistently designed and constructed according to existing codes, regulations, and accepted standard practice. However, these codes, regulations, and practice are subject to change as knowledge increases, regulatory policy is updated, and new technologies emerge. Major facility renovation work always includes code and regulation updates for systems and building areas in the project scope. Areas of special attention in new construction and major renovations include energy use and efficiency efforts, life safety systems, accessibility requirements and solutions, security analysis and solutions, and architectural design adherence to the Montana Tech facility themes. Campus routinely undergoes assessments of accessibility. When issues of non-compliance are identified, they are addressed.

Facilities Management ensures that facilities are maintained and operated according to current standard practice methods and procedures. Montana Tech is a member of [APPA: Leadership in Educational Facilities](#), and the [National Association of College and University Business Officers](#) (NACUBO) professional organizations. Montana Tech subscribes to APPA and NACUBO for training programs and materials and information resources for best practices in facilities management, and participates in key performance indicator studies and peer review and benchmarking. APPA and NACUBO are recognized internationally as leading organizations in the higher education business, facilities management, and environmental compliance fields. Response priorities are governed by modern facilities management principles that include identifying highest priority systems and classifying systems and buildings according to mission, goals, and assigned use.

Montana Tech has used the [Post-Secondary Education Facilities Inventory and Classification Manual](#) (FICM) to benchmark our classroom, laboratory, and other spaces. Analysis using the FICM standards indicates that the quantity of facilities and assigned space is adequate.

In the last ten years, Montana Tech has constructed two large buildings, the Natural Resources Research Center (NRRC), which was completed in 2017, and the SF Learning and Living Center (LLC), completed in 2019. The NRRC is a 30,000

GSF facility that contains state-of-the-art research, laboratory, and instructional space. The LLC accommodates two floors of students by adding 166 beds to our on-campus inventory. The upper floor holds study spaces, computer labs, an information desk, informal dining facilities, public meeting spaces. There are also campus business offices, including student employment, distance learning, enrollment services, the tutoring center, international student support, financial aid, the Academic Center for Excellence.

Campus Safety and security of students, faculty, staff, and visitors are always a priority. A vital part of the Physical Facilities Department is an in-house security group on campus 24 hours per day, 7 days per week; as a result, security and maintenance staff are available around the clock for assistance. Life safety systems for fire detection, alarm, and necessary evacuation procedures from any facility are in place and are inspected, tested, and exercised regularly. Montana Tech maintains a strong relationship with local and state emergency responders. Butte-Silver Bow (BSB) city/county police, fire, and ambulance departments are familiar with the campus and are typically included in Montana Tech emergency response planning and drills.

The Physical Facilities Department and Montana Tech's [Environmental Health and Safety Office](#) (EH&S) routinely perform campus assessments for security, safety, and for accessibility deficiencies. The EH&S website is the information source for the regulations and policies at Montana Tech, including those associated with laboratory safety, hazardous waste storage/disposal, and emergency procedures found in the [Montana Tech Chemical Hygiene Plan](#). The campus has an active Safety and Health Committee that meets regularly to review concerns and to make recommendations for corrective action as necessary.

### Technology

Montana Tech's [Information Technology Department](#) (IT) provides a multitude of computing resources. IT provides a centralized location for support with a focus on customer service. The [Information Technology Services Strategic Plan 2019-2024](#) was completed in 2019. Strategic planning occurs via input of the Computer and Telecommunications Advisory Committee. This committee is made up of representatives from across the campus, includes a minimum of 50% student representation, and advises Montana Tech's administration on: computer replacement schedules, software purchases, and classroom needs. The

committee also has oversight for the Computer Fee assessed to all students each semester.

Over the past three years, Montana Tech has invested more than \$1M in upgrading and modernizing technology that is used for both instruction and administration. This includes hardware to prevent cyberattacks and redundant systems to reduce the likelihood of loss of connectivity to the Internet. This work includes replacement of all campus network switches, installation of network hardware. Through our affiliate status with the University of Montana in Missoula, Montana Tech has direct access to Internet 2 via 2 100 Gb/sec connections.

All campus core computing services are environmentally, physically, and electrically protected in the central Data Center to ensure 24-hour, 7 days per week, year-round availability in meeting the IT needs of Montana Tech's entire community. The campus Data Center supports 29 physical servers and 82 virtual servers, most are housed on the HP Nimble SAN and use the Blade Chassis and Synergy Frame for processing power.

Montana Tech uses an enterprise wireless system. The wireless system provides access to students, faculty, staff, and special events at Montana Tech via 250 access points. Demand for the wireless system has grown steadily over the years, and plans are now in place to transition to a newer, high-performance system.

Five general purpose multimedia conference rooms in the Student Union Building and various other conference rooms on campus offer audio/video multimedia capability. In support of campus video conferencing, during Spring 2020, each classroom was outfitted with a camera, microphone, and projector screen or SmartBoard. The result of these upgrades is that video conferencing can be achieved in any classroom. We also have two high-tech classrooms equipped with integrated advanced video conferencing capabilities.

Montana Tech has three main instructional computer labs at the North Campus and six main instructional labs at Highlands College (South Campus). Most labs are equipped with 20-30 computers. In addition to the main instructional labs, several department labs are available for student use. The departmental labs not only have the core software, but also software accustomed to a particular discipline.

Students are encouraged to use these labs for word processing, business applications, engineering design projects, and data analysis. The instructional labs are available for general use during non-scheduled class time. Scheduled instructional class times are posted outside each lab. The departmental clusters are generally not scheduled for instruction but are designated for student use only. All computers are networked providing Internet access, full email access, collaborative project designs, and information and resource sharing.

Campus desktop computing consists of more than 1,000 workstations supported by four Computer Support Specialists and a Computer Support Services Manager. Separately, the Montana Bureau of Mines and Geology (MBMG) has information resources supported by its own Computer Support Specialist. IT is critical to the mission of MBMG as it collects and sends information about Montana's geologic, groundwater, energy, and mineral resources. Montana and the nation are reliant on the data the MBMG collects, maintains, and produces.

Computer labs, classroom podiums, faculty, staff and administrator computers are replaced on a rolling schedule every 5 years. Computers located in computer labs are re-imaged yearly to ensure everything is in working order and all required software is upgraded to the latest available release. Those computers kept after six years are referred to as hand-me-downs and are repurposed for use in very limited, non-critical applications. When no longer serviceable all computers are recycled using proper state procedures.

Information Technology maintains a significant amount of user support articles, including IT policies, in our Team Dynamix knowledgebase at <https://kb.mtech.edu>. Users can find this link easily from the Technical Support hyperlink on the [www.mtech.edu](http://www.mtech.edu) web page or in several locations on the <http://my.mtech.edu> (portal) and MyMtech (campus app). Users must sign in to see material specific to authenticated users. For those users unable to find a solution on our knowledgebase, they are welcome to call the IT Helpdesk or submit a 'Request for Service' or 'Report a Problem' ticket.

Surveys are administered randomly to evaluate customer satisfaction for those users that submit a ticket. Each Spring an IT Customer Satisfaction Survey is sent to all faculty/staff which gathers feedback that may have been missed previously

throughout the year. All IT staff review the results, and adjustments to our processes are discussed and implemented as needed.

Montana Tech is covered with a tiered network/computer use policy structure. At the highest level are Montana Board of Regents (BOR) [IT policies](#) covering the University of Montana (UM) and Montana State University and their affiliates. At the next level, each campus can define specifics relevant to unique operational IT practices. Many Montana Tech specifics are parallel with UM, and as such, Montana Tech references UM IT Policies when appropriate. The compliance structure starts at the top BOR level and follows a most restrictive application where rules may be parallel. These policy sets are found at the publicly accessible website, [Network/Computer Use Policies](#).

Extensive support and professional development for faculty to use technology in instruction and course development is provided by the [Center for Academic Innovation](#).

### Moving Forward

In May 2017, the Montana Board of Regents (BOR) awarded Montana Tech the classification of Special Focus Four-Year University in recognition of its high concentration of STEM degrees. In 2018, they approved a formal name change from Montana Tech to Montana Technological University. A new chancellor took the helm in July 2019 and since that time most of the leadership of the University has also changed.

The COVID-19 pandemic hit in the spring of 2020, and while challenging, it provided opportunities for the university to move forward in important ways, from significant classroom technology upgrades to, in the fall of 2020, the creation of a new strategic plan by a broad campus team. This new plan, *Deliberately Distinct: Positioning Montana Tech for the Future*, is focused on three goals, student success; programs of distinction; and a healthy and vibrant campus ecosystem.

Going forward, the success of our students continues to be paramount to the university's success. Sustaining and growing our enrollment will remain one of our highest priorities. This will challenge us and open the door to possibilities as we explore new markets, provide the support to ensure we are accessible and

affordable, and make curricular enhancements to attract, retain, and graduate students. We will continue to focus on building a comprehensive support network that includes advising, health and well-being, on-campus employment, and an enriching student experience. We will be intentional and strategic about developing and implementing initiatives that foster belonging and support for all individuals.

As Montana's only special focus institution, we are deliberate about what we do and what we do not do. Since 1900, Montana Tech has focused on mining, engineering, and STEM-related fields. These remain our focus as we strengthen multi-disciplinary and collaborative endeavors across all academic units. We are hopeful that clusters of distinction and thematic synergies will emerge around energy, natural resources, technology, and workforce development. Congruently, we will explore avenues to expand partnerships between academic departments and industry which will ensure our departments provide the most relevant and dynamic curricular experience, while enriching the learning environment for students, both on and off campus. A Center for Academic Innovation was launched in 2021, and we look forward to the growth of this academic support center and its efforts to enhance instruction and student learning.

As we go forward, Montana Tech will continue to embrace and support efforts to develop a climate that fosters innovation and opportunity in a vibrant and healthy campus ecosystem. We will create additional opportunities for professional development and promote equity, inclusion, and belonging through collaboration, respect, and understanding of others. We have launched three campus teams focused on these endeavors (recruiting/hiring/onboarding; student commission; and DEI) and will work to ensure they are active in leading these efforts. A campus master planning effort is underway and will be finalized to provide exceptional facilities that support the academic, research, and student learning needs of our campus. Finally, we have developed a call to action (case) statement for our foundation and have asked for their financial support to help us realize our plan.

For 122 years we have educated and prepared bright, hard-working individuals for meaningful careers and successful lives. For the state of Montana, we celebrate the highest retention and persistence rates, the highest return on investment, and graduates with the lowest debt. Montana Tech recently had the best year ever for research, received the largest gift in the history of the University,

invested \$2.5 million in information technology and laboratory spaces, and celebrated our first named department. These are bright spots for Montana Tech and indicators of an optimistic future.

By embracing Montana as our living laboratory and emphasizing the value of experiential learning and community building, we offer a world-class education as a premier STEM university. We prepare graduates for careers in industry, energy, healthcare, and professional fields. What we do matters, today more than ever.

### Addendums

#### Prior Recommendations (None)

Montana Tech does not have any prior recommendations from NWCCU that need to be addressed.

#### Financial Statements

Comprehensive budget statements for the most recent five years, including the current fiscal year (FY 23), can be found [Montana University System budget pages](#). (This information can be found in the Financial Resources 1 of this document.) The most recent financial audit prepared for the Montana Legislature for the two fiscal years ended June 30, 2021 can be found [here](#). This audit is prepared by the University of Montana for Montana Tech and the other University of Montana affiliate campuses.