

Faculty Senate Minutes
3/13/2020
1-2 pm
Chancellor's Lounge (Mill Building)

Present: Charie Faught (Chair), Matt Egloff, Ron White, John Ray, Ulana Holtz, Abhishek Choudhury, Larry Smith, Dan Autenrieth, Katherine Zodrow, Stella Capoccia, Matt Donnelly, Phil Curtiss, Dario Prieto (for Peter Lucon), Miriam Young, Courtney Young, Tony Patrick, Dean David Gurchiek, Mary North-Abbott, Carrie Vath, Scott Risser, Atish Mitra.

Quorum@ 1:00pm

- I. Welcome and Minutes (<https://www.mtech.edu/facultystaff/facultysenate/minutes/index.html>)

Approvals for February 28, 2020 meeting. Motion to approve and seconded. **PASSED.**

Action Items

- II. CRC Approvals (rest will be for 1st April Meeting)
 - a. Geological Engineering-MS Geosciences- SME
 - b. Graduate School Material Science PhD Amendments
 - c. Name Change Exercise Science now Applied Health and Safety Science (Information only)

Motion to approve, and seconded. **PASSED.**

- III. Dr. Roberta Ray Emeritus Request (see attached)

Scott Risser presented the request. Motion to approve, and seconded. **PASSED.**

Informational Items

- IV. Student Code of Conduct Draft Changes

Carrie Vath presented (see attached). The proposal is for a single code of conduct for students across the University of Montana System. Seeking input from senate – to take it to the department to review the academic conduct part (the students decide the non-academic conduct part).

Discussion Items

- V. Activities and priorities for the upcoming year

- a. Faculty Satisfaction Survey

Chair: We planned earlier to have a full faculty meeting this semester. We don't know yet if we will have it – due to the coronavirus situation.

Motion to postpone the survey till fall, and seconded. Motion **DID NOT PASS.**

Motion to do online voting if we cannot have (physical) full faculty meeting, and seconded. **PASSED.**

VI. Other Items

- a. Faculty Staff Handbook Change Proposal Regarding Late Teaching Assignments
- b. Teaching assignment process

Matt Egloff: (Based on report from a faculty member who has left, and interviews with students) Faculty has been asked to teach multiple courses outside area of specialization, and got several assignment changes in the last minute –which resulted in poor evaluation of courses not in the faculty’s area of specialization. Suggested that each faculty member will provide a list of courses they can teach with competence. Also suggested that financial benefit is provided to faculty if teaching courses outside area of specialization, and suggested that teaching assignments be done sufficiently in advance.

Stella Capoccia: More specific data was requested in a previous meeting on the alleged student reports. In what capacity were those students interviewed? There may be privacy concerns involved. Moreover, faculty evaluations seem to be referenced here, which only the faculty and administration (department head) are supposed to access. It is not justified to make such radical changes to policy without any evidence (based on hearsay). These data could be provided to senate chair / co-chair in privacy. Senator: If this is a problem in only a specific department, that should be addressed by administration, and not make policy changes through out the university. Chair: a number of faculty said they have not seen this problem in their departments. It seems that multiple department heads agree that enforcing this change (as it written in this proposal) is not practical. Senator: (speaking as former department head) last minute changes were sometimes unavoidable.

- c. Campus Discussion on Coronavirus

Chair: discussed Provost Gammon’s mail about online format classes and Zoom teleconferencing. Carrie Vath: more news about workshops, meetings, student test proctoring, and student services to come out early next week. Senator: Academic freedom says faculty has freedom of choice for method of instruction, so can it be enforced that all courses be online? Senator: Concerns exist about online testing and proctoring.

27 March senate meeting cancelled.

Motion to adjourn @ 2:10pm

Request for authorization to confer the title of Professor Emeritus of Liberal Studies on Dr. Roberta K. Ray—Montana Technological University

THAT

Upon the occasion of the retirement of Professor Roberta K. Ray from the faculty of Montana Tech, the faculty wishes to express its appreciation for her 45 years of dedication and valued service by requesting the rank of Professor Emeritus be conferred upon her by the Board of Regents of Higher Education.

Roberta graduated magna cum laude with a B.A. in Speech Communication and minor in Latin from California State University Long Beach, earning membership in Phi Kappa Phi National Honor Society. She was also active in Phi Beta Fraternity, a professional fraternity for music, speech, and drama majors.

As a National Defense Fellow, Roberta earned an M.A. and Ph.D. in Speech Communication with a minor in Classical Literature from the University of Southern California. Her young major professor and Korean War veteran, Walter Fisher, would later earn the distinction of being recognized by his peers as the top scholar in his field. Roberta wrote a dissertation on *The Role of the Orator in the Philosophy of Ralph Waldo Emerson* and would later publish an article based on the dissertation in *Speech Monographs*, the most prestigious journal in the field at that time. (Volume 41, Number 3).

Roberta started her teaching career in the Speech Department at the University of Southwestern Louisiana in Lafayette where her Group Discussion class organized the first Earth Day Celebration at the University. Her students actively investigated corporate pollution in the community and succeeded in getting one local industry to undertake significant changes in their industrial process to prevent water pollution. Her argumentation and debate students also won top honors. Roberta was fortunate to have three colleagues at USL who were exceptional speech teachers, and Roberta still uses ideas they shared with her.

After two years of teaching in Lafayette, Roberta moved to Madison, Wisconsin and worked in public relations for the next five years while teaching part-time at the University of Wisconsin. In addition to taking graduate classes in Education and Political Science, Roberta volunteered weekends working with young incarcerated women.

While in Wisconsin, Roberta published several articles including: "The Place of the orator in Jean Bodin's Commonwealth," *The Southern Speech Communication Journal* (Fall, 1972), 61-79 (co-author, John Ray) and "Developing Self-Understanding and Tolerance through the Study of Comparative Cultures," *Wisconsin Journal of Public Instruction* (Winter, 1974, 259-264.)

Roberta started her teaching career at Montana Tech in the fall of 1975 and developed many classes over the next decades, including public speaking, interpersonal communication, group dynamics, business and profession communication, public relations, argumentation, career life planning, and parliamentary law. She also taught college success classes for one year, and taught Latin for high school and junior high students one summer.

During the early years of their teaching at Tech, Roberta and John Ray served as advisers and coaches for the speech and debate team and traveled with the students to competitions as far as Wisconsin and Canada. Roberta was proud that the team included students from most majors and non-traditional as well as

traditional students. These students brought home many awards and trophies for speech and debate competition.

When students asked Roberta about starting a drama club, she asked for help from local theatre folks and started a Montana Tech Drama Club. The first production was Euripides, *The Trojan Woman*. Roberta adapted the tragedy for a modern audience. The club had two well-attended productions a year for the next six years. For the dress rehearsal of every production, the patients at all Butte nursing homes were invited, so the students had a full house of people who thoroughly enjoyed their efforts.

Early in her career at Tech, Roberta was privileged to serve on the committee that designed and built the library and auditorium. This was the same auditorium where her students would hold drama productions.

Roberta played a key role in developing the very successful Society and Technology degree and the option in Communications. When teaching public relations classes, Roberta had her students work on actual projects in the community such as promoting blood drives and increasing new donors for Butte Blood Services. Her students also started the first volunteer fair at Montana Tech. Many of her S & T graduates established successful careers in public relations and other communication fields.

Roberta has given more than 100 presentations to community groups throughout her career including presentations on communication to the Montana Dental Association, the New Mexico Dieticians Association in Santa Fe, the National Association of Parliamentarians in Detroit, and the EPA Community Involvement Conferences in Boston and Seattle. She has conducted about 75 communication training programs for local governments, state and federal agencies, hospitals, and corporations. For many years she was a trainer for the Right of Way Association and conducted communication courses throughout the U.S. and in Canada.

Roberta has presented numerous papers through the years at the National Communication Association, Southern Communication Association, and the International Listening Association. In 2017 she presented a paper on Transcendentalism at Queen Mary College in London for the International Society for the History of Rhetoric.

Roberta took many workshops and training programs through the years to update her teaching skills and knowledge of her discipline. She always found it helpful to learn what other teachers were doing with their classes at various colleges around the country. She felt it was important to understand and use the assessment instrument for public speaking developed by the National Communication Association and to take workshops in public relations sponsored by the Public Relations Society of America to keep abreast of latest trends. She earned membership in the Public Relations Society of America and passed the exams to become a Parliamentarian with the National Association of Parliamentarians in the early 1990's.

Roberta wrote her own textbook, *The Power of Listening*, for use in her public speaking classes. The book includes an instrument that Roberta developed so that students can understand their own styles of listening and how to adapt their speeches to different types of listeners.

One of the accomplishments for which Roberta is most proud is using her public relations skills to defeat the Stansbury Mining Company's plans to develop a vermiculite processing plant in Butte in the 1980's. This mafia-owned company may well have turned Butte into another Libby since the plant would have released asbestos into the air and would have been located near an elementary school. Over a five-year period, Roberta partnered with Dr. Katherine Wilkerson, M.D., Dr. John Ray in Butte, and a group of scientists and concerned citizens in Hamilton who were working to stop the development of a vermiculite mine there.

In the late 1990's Roberta was appointed to a statewide committee sponsored by the Pew Foundation for the purpose of developing educational goals for each public institution of higher education in every state. Chancellor Linsey Norman asked Roberta to head up Montana Tech's program. Using group dynamics techniques for consensus building, she involved faculty and administrators in developing campus-wide goals and preparing a printed report. After one year of meetings between all campus representatives, the representative of the Pew Foundation assigned to work with Montana colleges praised Montana Tech and Chancellor Norman for having the best report of all Montana colleges and one of the best of any public college in the U.S.

From October 2008 until April 2009 Roberta was one of many local folks, including three other Montana Tech teachers and several students, who volunteered at the Camp Husky Rescue when a school bus and trailer containing more than 100 dogs, more than half pregnant females, were stranded in Butte. One of the first volunteers who started the rescue was a Tech alumna. This was a volunteer operation of major proportions. Volunteers did all the work (7 days a week) of caring for the dogs, socializing them, obtaining buildings to house them, obtaining equipment, and raising money to cover the costs. Working 16 hours every weekend and all holidays, Roberta had the opportunity to observe volunteers from all walks of life from individuals struggling with addiction problems and homelessness to affluent professionals. She marveled at the fact that these differences disappeared in that setting where all the volunteers shared the one goal of saving the dogs. In 2010 Roberta started interviewing all the people she could find who had volunteered at Camp Husky from teens to 80 year olds. Next, she was able to locate and interview 100 individuals or families that adopted one or more dogs from all over Montana and as far away as Michigan and North Carolina. After four years of searching for people and conducting interviews she wrote the book, *Angels on a School Bus, How a Community of Volunteers Saved 200 German Shepherds and Huskies*. All revenues from the book have been donated to organizations that helped the Camp Husky dogs and to dog rescues around the country. The paperback has sold over 4,000 copies and more than 32,000 people have read the book on Kindle.

Roberta published a feature article in the *Montana Standard* (Dec. 16, 2017) that told the story of a 19 year old student at Montana State with a life threatening illness and how the Camp Husky puppy she adopted gave her the will to survive. Roberta was honored when two other newspapers picked up the story, *The Missoulian* and the *Billings Gazette*. Roberta has since sold three magazine articles based on the book. The latest will appear this spring in *Simply Pets*, a publication based in Seattle. The story features a Camp Husky dog adopted by the owner of a perfume store in South Lake Tahoe. This young woman is a brittle diabetic and the dog she adopted has been trained to alert his owner before her blood sugar is out of control. This shop owner frequently has visitors to the store who have read the book and want to meet her remarkable dog. College students from San Francisco were assigned *Angels* as a text in their animal rights class. A couple from New Zealand read the book and decided to visit Lake Tahoe and meet the dog. Roberta has received e-mails from folks all over the U.S. and Europe who have been inspired to volunteer and donate to animal rescues after reading about the remarkable people of Butte and the dogs they saved.

Recently, Roberta has been honored to be part of the naturalization ceremonies for new citizens in Montana.

Roberta appreciates the opportunity that Montana Tech provided to know so many gifted teachers and dedicated researchers, to learn from so many wonderful students and enjoy watching them develop their talents, and finally to be part of the remarkable community of Butte Silver Bow.

Date 20-Feb-20

Dept. Graduate School
Program Ph.D. Materials Science

College Graduate School/MUS Materials Science Ph.D. Program
CRC Representative Dr. Jerry Downey

Description of Request: The MUS collaborative Materials Science Ph.D. program leadership request authorization to modify its core curriculum for 1st year students.

Current Course or Program Information: The current MTU catalog lists Electrical, Optical, and Magnetic Properties of Materials as a 3-credit course; we wish to cross-list this course as MTSI 503/EMAT 584, which will replace MTSI 552 – Materials Characterization II as a required core course. The current MTU catalog lists MTSI 501 – Advanced Materials I, Bonding, Structure, and Defects, as a 4-credit course; we wish to revise this listing to show MTSI 501 as a 3-credit course. The current MTU catalog lists MTSI 551 – Materials Characterization II as a 2-credit course; we wish to change this listing to show MTSI 551 as a 3-credit course.

Proposed Change

Course # Name	Credits	Pre-req.
MTSI 501 – Fundamentals of Materials Science	Reduce from 4.0 to 3.0	Graduate standing or consent of instructor
MTSI 551 – Materials Characterization I	Increase from 2.0 to 3.0	Graduate standing or consent of instructor
MTSI 552 – Materials Characterization II	Remove as core course	
MTSI 503/EMAT 584 – Optical, Electronic & Magnetic Properties of Materials	Add as 3.0 Cr core course	Graduate standing or consent of instructor
MTSI 503 – Optical, Electronic, and Magnetic Properties of Materials Credits: 3 (Lecture) Prerequisites: Graduate standing and/or consent of instructor Cross-listing: as MTSI 503 and EMAT 584 (MTU only) Course Description: The goals of MTSI 503 are to establish how the functional properties of materials (primarily optical, electrical, magnetic, and chemical) emerge from the fundamental interactions between the atoms. Learning Outcomes: Upon completion of the course, students will be expected to have mastered critical concepts that constitute the foundation for materials science including the ability to: <ul style="list-style-type: none"> • Describe how band structure is determined by the energetics and geometric arrangement of atoms and their interacting electrons. • Predict whether a material will be electronically conducting, semiconducting, or insulating. • Describe how the nuclear and electronic degrees of freedom are perturbed by interactions with electromagnetic fields • Identify and predict the magnetic ordering behavior of materials • Explain the microscopic underpinnings of conductivity and resistivity • Describe how chemical transformations are facilitated by interaction with materials systems 		

List of supporting documentation attached:

The syllabus for the proposed “new” course (MTSI 503)
 Revised syllabus for MTSI 501 reflecting the change from 4 to 3 credits
 Revised syllabus for MTSI 551 reflecting the change from 2 to 3 credits
 Narrative authored by the MatSci Leadership Team to summarize the rationale for the proposed changes.

Assessment Leading to Request

Recently, the MatSci leadership has reviewed the program’s curriculum for 1st year students and we are requesting authorization to make several changes. These changes reflect a careful analysis of material covered in the 6 courses (3 each semester) as well as a comparison to curricula followed by peer MatSci programs around the region and around the country. One common critique from students and instructors is that MTSI 501 sometimes feels overambitious in its goals by presenting too much content in the span of a single semester. All agree that a more evenly balanced curriculum will improve the program. Furthermore, MatSci affiliated faculty have noted that two semesters of Materials Characterization may be excessive. *In response to these concerns and after reviewing curricula at other Materials Science (and Materials Science and Engineering) Ph.D. programs at peer institutions, we seek to revise our course requirements for 1st year students in the MUS Materials Science Ph.D. program.*

Anticipated Impacts to “Other” Programs

The proposed change will benefit students in the Materials Science and Engineering M.S. program and MTSI 503/EMAT 584 may serve as an elective for students in other graduate programs. No other impacts are anticipated.

Impact on Library: None. The only “new” course, MTSI 503, has previously been offered at MTU as EMAT 584.

Date to take effect: Fall 2020

APPROVALS

Department Head Approval

James P. Dourney

Date 20 Feb 20

Dean Approval

Barry K Hall

Date 21 Feb 20

Graduate Council Approval

Barry K Hall

Date 21 Feb 20

CRC Approval

Date _____

Faculty Senate Approval

Date _____

VCAA Approval (see below)

Date _____

Chancellor Approval (see below)

Date _____

LEVEL of Request

Please indicate the type of request(s) by selecting *all that apply*:

Faculty Approvals (directly to CRC, then Faculty Senate):

- Establish a new course for the catalog (please contact the Registrar for MUS CCN information)
- Changed course: addition, deletion or change of title, credit, course number, pre-req, description, or cross listing.
- Amend an existing degree program. Making changes to programs such as adding a writing course to a major, changing the list of accepted electives or removing a requirement of a minor
- New degree certification program of 29 credits or less
- Other:

Campus Approvals (must be approved by the VCAA prior to CRC submission):

- Placing a postsecondary educational program into moratorium
- Withdrawing a postsecondary educational program from moratorium
- Establishing, re-titling, terminating or revising a campus certificate of 29 credits or more
- Establishing a B.A.S./A.A./A.S. area of study
- Offering an existing postsecondary educational program via distance or online delivery
- Other:

OCHE Approvals (must be approved by the VCAA and Chancellor prior to CRC submission):

- Re-titling an existing postsecondary educational program
- Terminating an existing postsecondary educational program
- Consolidating existing postsecondary educational programs
- Establishing a new minor where there is a major or an option in a major
- Revising a postsecondary educational program
- Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years
- Other:

Level II (must be approved by the VCAA and Chancellor prior to CRC submission):

- Establishing a new postsecondary educational program
- Exceeding the 120 credit maximum for baccalaureate degrees Exception to policy 301.11
- Forming, eliminating or consolidating an academic, administrative, or research unit
- Re-titling an academic, administrative, or research unit
- Other:

To: MSU and MTU Graduate Councils

From: Professor Rob Walker
Chemistry and Biochemistry
Montana Materials Science Ph.D. Program Director

Professor Stephen Sofie
Mechanical and Industrial Engineering
Montana Materials Science Ph.D. Program MSU Campus Director

Professor Jerry Downey
Metallurgical and Materials Engineering
Montana Materials Science Ph.D. Program MTU Campus Director

Re: Materials Science Ph.D. Program Curriculum

Rebalancing the Materials Science Ph.D. 1st Year Curriculum

Now in its 6th year, the Montana Materials Science (MatSci) Ph.D. Program has created a productive and established path for providing graduate students with broad, interdisciplinary and collaborative training in the general area of materials science and engineering. With more than 30 enrolled students statewide and almost 10 Ph.D. degrees already conferred. Recently, the MatSci leadership has reviewed the program's curriculum for 1st year students and we are requesting authorization to make several changes. These changes reflect a careful analysis of material covered in the 6 courses (3 each semester) as well a comparison to curricula followed by peer MatSci program around the region and around the country. The document below outlines the current curriculum and then details the changes we would like to make. Representative syllabi for the modified new courses follow this document.

Current curriculum.

1st year MatSci students take 10 credits each semester:

Semester 1.

MTSI 500 – Seminar (1cr)

MTSI 501 – Advanced Materials Science I (4cr)

MTSI 511 – Materials Thermodynamics (3 cr)

MTSI 551 – Advanced Materials Characterization I (2 cr)

Semester 1.

MTSI 500 – Seminar (1cr)

MTSI 502 – Advanced Materials Science II (3cr)

MTSI 512 – Kinetics and Phase Transformations (3 cr)

MTSI 552 – Advanced Materials Characterization II (3 cr)

These classes are delivered at both campuses synchronously using distance learning technologies and the pedagogical load is shared equally between MSU and MTU. In addition to the 1st year

MatSci cohort at MSU and MTU, these courses are open to other graduate students at both locations and overall enrollment has been increasing during the past 3 years.

One common critique from students and instructors is that MTSI 501 sometimes feels overambitious in its goals by presenting too much content in the span of a single semester. All agree that a more evenly balanced curriculum will improve the program. Furthermore, MatSci affiliated faculty have noted that two semesters of Materials Characterization may be excessive.

In response to these concerns and after reviewing curricula at other Materials Science (and Materials Science and Engineering) Ph.D. programs at peer institutions, we seek to revise our course requirements for 1st year students in the MUS Materials Science Ph.D. program.

The new proposed curriculum will resemble the current curriculum with two notable exceptions, Students will still take 10 credits each semester – 3 courses at 3 credits each and a 1 credit seminar each semester.

Semester 1.

MTSI 500 – Seminar (1 cr)

MTSI 501 – Advanced Materials Science (3 cr)

MTSI 511 – Thermodynamics of Materials (3 cr)

MTSI 551 – Advanced Materials Characterization (3 cr)

Semester 1.

MTSI 500 – Seminar (1 cr)

MTSI 502 – Advanced Materials Science II (3 cr)

MTSI 503 – Optical, Electronic and Magnetic Properties of Materials (3 cr)

MTSI 512 – Kinetics and Phase Transformations (3 cr)

The revised curriculum will reduce MTSI 501 from 4 credits to 3 with a corresponding reduction in content covered. Most of this content will move into a new course, MTSI 503, titled “Optical, Electronic and Magnetic Properties of Materials”. An important point to note is that MTSI 503 will cover topics that are specifically relevant to research strengths at MSU and MTU. For more than 30 years, the optics and optoelectronics industry in the Gallatin Valley has flourished because of strong ties between MSU and local companies. Similarly, MTU has developed a strong collaborative network with industrial concerns throughout the State, including those involved in the production of electronics grade silicon and other advanced materials.

Not only will MTSI 503 provide 1st year MatSci students the chance to develop a more rigorous understanding of fundamental material properties related to electronic structure, content covered in this course will also position students to consider a broader cross-section of active faculty on both campuses as prospective research advisors. Furthermore, MTSI 503 will share more overlap with traditional solid-state physics courses, meaning that the curriculum change will enable more faculty to contribute to MTSI teaching activities.

Representative syllabi for existing and for revised/new courses appear on the following pages.

MTSI 501

ADVANCED MATERIALS SCIENCE

FALL 2020 PROPOSED

SYLLABUS

General info

instructor: Dr. Erik Grumstrup
office: 047 Chemistry and Biochemistry Research Building (CBB)
email: erik.grumstrup@montana.edu
phone: 406-994-2988
office hours: Anytime, just email me
Lecture: MWF 9:50 am – 10:00 am Byker Auditorium, CBB and via web-ex

Course website: <https://ecat1.montana.edu/>

Instructional Materials:

1. Introduction to Solid State Physics, Charles Kittel. Available at bookstore or on Amazon
2. Structure and Bonding in Crystalline Materials, Gregory Rohrer. Available at bookstore or on Amazon. Also you can download this text from the following hyperlink from the MSU library. **You will need to log in with your netID and password.**
3. https://msu-primo.hosted.exlibrisgroup.com/permalink/f/1a5h0rp/01TRAILS_ALMA51181411970003366
4. Other materials as provided by the instructor

Course Objectives

The goals of MTSI 501 are to establish how bonding, structure, symmetry, and defects at the microscopic level lead to macroscopic material properties. Detailed treatment of these fundamental materials science concepts will provide the foundation to understanding the function and application of advanced materials, with particular attention to structural and thermal properties.

Learning Outcomes

Upon completion of the course, students will be expected to have mastered critical concepts that constitute the foundation for materials science and engineering including the ability to:

- Explain the origin of chemical bonding and differentiate types of chemical bonds in solids.
- Explain static (bonding, structural) and dynamic (phononic) underpinning of macroscopic materials properties (mechanical properties, electrical and thermal conductivity, etc).
- Identify crystallographic point groups and crystal symmetry in the 7 Bravais Lattices and relate symmetry concepts to the functional properties of materials.
- Identify different types of defects in materials and predict how defects affect structural properties of materials.
- Explain the mechanisms and underlying microscopic pictures of thermal and ionic transport in solids
- Differentiate non-crystalline and crystalline solids in terms of structure and function

Class Format

Class attendance is expected and important. Lectures will not follow any individual textbook, but rather integrate topics from all of them. They will, I hope, also serve as a venue for you to ask questions easily and generate insight and foster discussion. Most Fridays, we will work problems in small groups during class time.

Expectations of Students

Material Covered in Lecture and Assigned Reading: Students are responsible for all materials covered in lecture, as well as assigned reading from the text and any supplementary handouts. If you miss a class, it is your sole responsibility to make up the work missed.

Email Policy: I expect you to check your email at least once a day so that you can stay current with any changes or announcements related to the course.

D2L Policy: I'll use D2L to post problem sets, solutions, links, text reading suggestions, and anything else that is relevant to the course.

Problem Sets: Five problem sets will be turned in throughout the semester. Each problem set will contribute 4% toward your grade. $5 \times 4\% = 20\%$

In Class Activities: Most Fridays we will work to solve problems in groups, with the goal of reinforcing concepts learned that week. Classroom activities will comprise 20% of your grade

Exams: You will take two "midterm" exams and one final exam. The exams will all be cumulative, but will tend to emphasize the more recent material more heavily.

Academic Misconduct: Section 420 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others' misconduct. Violating this code on exams and/or problem sets is not acceptable and will be met with zero tolerance.

Students with Disabilities or other Concerns

If you have disability for which you are or may be requesting an accommodation(s), you are encouraged to contact your instructor and Disabled Student Services as soon as possible.

Grading

Exam 1	20%
Exam 2	20%
Final Exam (Cumulative)	20%
Problem Sets	$5 \times 4\% = 20\%$
In Class Activities	20%

Tentative Course Outline:

<u>Week</u>	<u>topics</u>	<u>Assignment</u>
31 Aug	Simple models for quantum particles	
7 Sept*	Atoms, electronic structure, periodic trends	PS1
14 Sept	Bonding in molecules, Van Der Waals solids	
21 Sept	Bonding in crystals (ionic and metallic)	PS2
28 Sept	Bonding in crystals (covalent)	
5 Oct	Lattices and Symmetry	Exam I
12 Oct	Point Groups and Space Groups	PS3
19 Oct	Crystal Structures and Diffraction	

26 Oct	Diffraction and Phonons I	PS4
2 Nov	Phonons II	
9 Nov*	Thermal transport/properties	Exam II
16 Nov	Mechanical Properties	PS5
23 Nov*	Defects and ionic transport	
30 Nov	Polymeric and organic materials	
7 Dec	Glasses and amorphous solids	
14 Dec.	Finals Week (MTSI 501 Final Exam Scheduled _____)	

*Please note that there are no classes on 9/7 (labor day), 9/11 (Veterans' day), or 11/25 - 11/27 (Thanksgiving). Hour exams are tentatively scheduled for the Tuesday, October 5 and, Tuesday, November 18.

**Materials Science Program
The Graduate School - Montana State University**

PROPOSED

**MTSI 551 Advanced Material Characterization I
3 Credits – Fall Semester, 2020 – Syllabus**

*(Modifications to this syllabus may be required during the semester.
Any changes to the syllabus will be announced in class.)*

COURSE LOGISTICS:

Lectures:

9:00 – 10:15 AM Tuesdays & Thursdays

August 26 – December 5, 2019 (Tentative Calendar on last page)

Class delivered via WebEx for remote students

INSTRUCTOR:

Dr. Roberta Amendola, Assistant Professor

roberta.amendola@montana.edu

Office: Montana State University, Roberts Hall 120 phone: 406-994-6296

Office hours: Tuesday and Thursday 12-2pm or by appointment (use of e-mail is encouraged)

COURSE TEXTBOOK:

There are no required textbooks – lectures will be supplemented with materials provided by the instructor, as needed.

COURSE PURPOSE:

The course will provide an overview of fundamental principles of widely used, advanced surface and structural characterization techniques in the context of academic and industrial research.

SPECIFIC OUTCOMES OF THE COURSE:

1. become familiar with the principles of most common material characterization instruments and techniques from both academic and industrial settings
2. be able to identify instrument outputs, analyze and interpret data
3. improve their organizational and communication abilities

COURSE WEBSITE:

All course information will be posted on Brightspace LE by D2L. Email accounts will serve as the official university means of communication. Students are expected to check their email at least twice weekly to stay current with University-related communications. Certain communications (e.g. scheduling) may be time-sensitive. Failure to process your email effectively is not an acceptable excuse for missing official communications.

Lecture slides – will be posted in “Lecture slides” folder (MTSI 551 Fall 2019) in D2L
Class resources – various support materials will be posted in the “Class Resources” folder in D2L as needed

ASSESSMENT AND EVALUATION:

Course grades will be determined from a weighted average: 35% open book assignments (2 assignments); 30% oral presentation.

The presentation will be focused on an instrument that is used by the student in his/her research for material characterization. Further details on the presentation topic will be provided in class. Each student will present for 12 minutes and be prepared for 3 minutes of Q&A.

Any grade above 93% will receive an A. Grades will be posted frequently via D2L, and students are responsible to track their grades and report any discrepancies.

A (93-100%); A- (90-92%)
B+ (87-89%); B (83-86%); B- (80-82%)
C+ (77-79%); C (73-76%); C- (70-72%)
D+ (67-69%); D (63-66%); D- (60-62%)
F (BELOW 60%)

ASSIGNMENTS POLICY:

All students must submit their own individual assignments, but group work to discuss the problems and concepts is encouraged but not required. Each submission should represent the individual student’s unique approach to solving the problem - only general concepts and ideas should be discussed in the group. The difference between productive group learning and duplication of work is difficult to detect, but if there is evidence of duplicated work that leads the instructor to believe that a submission is not the result of individual effort, an Academic Misconduct Report will be filed with the Dean of Students.

Late work will not be accepted and extended dead-lines are not allowed.

Open book assignments will be uploaded on D2L by 5 pm on the scheduled days (announced in class) and will be due back one week later by 11:59 pm (uploaded in Assignment folder in D2L). Scored assignments will be returned to student in the Assignments folder in D2L one week later at the latest.

A grading delay is not expected but if necessary, it will be announced in class.

ACADEMIC INTEGRITY EXPECTATIONS:

One of the most important values of an academic community is the balance between the free flow of ideas and the respect for the intellectual property of others. Researchers do not use one another's research without permission; scholars and students always use proper citations in papers; professors may not circulate or publish student papers without the writer's permission;

and students may not circulate or post materials (handouts, exams, syllabi --any class materials) from their classes unless they have received prior written permission of the instructor. Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. If you are not clear about academic integrity expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor or teaching assistant (TA) beforehand.

PLAGIARISM:

Plagiarism (according to Meriam Webster) is “to steal and pass off the ideas or words of another as one's own.” Indeed, any sentences or paragraph taken verbatim from the writing of (or interviews with) any other person or persons, or from your own writing that has been published or submitted elsewhere, must be placed in quotation marks and their source must be clearly identified. Changing the wording of a sentence or passage slightly does not evade the requirement for citation. More generally, whenever you are drawing an important argument or insight from someone else, even if you reword it into your own words, a reference to the source is required. If you have any questions about using and citing sources, you are expected to ask for clarification. For further details, please see the Statement on Academic Writing and Student Responsibility:

<http://www.montana.edu/facultyexcellence/TLResources/StudentResponsibilityAcademicWriting.html>.

STUDENT CONDUCT CODE:

Section 420 of the Student Conduct Code

(http://www.montana.edu/policy/student_conduct/#descriptexamples) describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others' misconduct. Possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university.

Section 430 of the Student Conduct Code

(http://www.montana.edu/policy/student_conduct/#descriptexamples) allows the instructor to impose the following sanctions for academic misconduct: oral reprimand; written reprimand; an assignment to repeat the work or an alternate assignment; a lower or failing grade on the particular assignment or test; or a lower grade or failing grade in the course. More serious sanctions require a Conduct Board hearing.

STUDENT WITH DISABILITIES:

Montana state University assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already

registered with Disability Services, please contact Disability Services on your respective campuses. I will work with you and Disability Services to provide appropriate modifications.

DIVERSITY AND INCLUSIVITY:

Montana State University supports a diverse and inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. It is expected that students will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

TENTATIVE CALENDAR

(Modifications to this calendar may be required during the semester. Any changes will be announced in class.)

First lecture: Introduction to the class & materials characterization in academia and industry

Imaging Techniques

Light Microscopy

Optical

- Stereo, upright and inverted light microscopes)
- Bright field, dark field, phase contrast, differential interference contrast
- Fluorescence techniques: fluorescence and confocal microscopy
- Light microscopy review activity

Scanning Electronic Microscopy, SEM

LOM vs SEM

- SEM working principles and instrument components
- Electron beam sources, electromagnetic lenses
- Specimen interaction volume, sample preparation, E-SEM vs VP-SEM,
- How to get good SEM images, troubleshooting (charging, edge effect, astigmatism)

Atomic Force Microscopy, AFM

- Plastic deformation review (dislocations intro and discussion)
- Macroscale Profilometric techniques
- AFM principles and common uses
- AFM tips and operating modes (contact, non-contact, tapping, phase image)
- Data display and interpretation, image artefacts and troubleshooting
- Force spectroscopy introduction
- SEM, TEM, AFM review activity

Fundamentals of Spectroscopy

Students Presentation Logistics

X-Ray Photoelectron Spectroscopy, XPS

- What is XPS?
- Technique principles and use
- XPS spectrum interpretation and examples
- chemical shift

- quantitative analyses and depth profiling
- application example

Auger Electron Spectroscopy, AES

- Technique principles
- Direct and differential spectra
- Chemical shift
- Quantitative analyses
- Mapping
- Combined SEM/Auger analyses

X-Ray Diffraction, XRD

- Diffraction phenomenon and XRD instrumentation
- Diffraction patterns
- Pdf card information
- How to read a diffraction pattern
- Pattern shifting and peak broadening
- Quantitative analyses (fundamentals)

Raman Spectroscopy

- Technique principles
- Vibrations in materials
- How to make measurements
- Assigning and interpreting spectra

Mechanical Property Measurements

Mechanical Characterization of materials

- Definition of mechanical properties
- Hardness evaluation
- Tensile testing
- Ductile and brittle behavior
- Mechanical testing of brittle materials
- Fatigue and creep testing

Macro and Micro Thermal Analyses

- Introduction
- Thermal Gravimetric analyses (TGA)
- Differential Thermal Analyses (DTA)
- Differential Scanning Calorimetry (DSC)
- Dynamic Mechanical Analyses (DMA)

MTSI 503

OPTICAL, ELECTRONIC AND MAGNETIC PROPERTIES OF MATERIALS

SPRING 2021 PROPOSED

SYLLABUS

General info

instructor: Dr. Rob Walker
office: 057 Chemistry and Biochemistry Research Building (CBB)
email: rawalker@montana.edu
phone: 406-994-7928
office hours:
Lecture: Byker Auditorium, CBB and via web-ex

Course website: <https://ecat1.montana.edu/>

Instructional Materials:

- 7) Introduction to Solid State Physics, Charles Kittel. Available at bookstore or on Amazon
- 8) Structure and Bonding in Crystalline Materials, Gregory Rohrer. Available at bookstore or on Amazon. Also you can download this text from the following hyperlink from the MSU library. **You will need to log in with your netID and password.**
https://msu-primo.hosted.exlibrisgroup.com/permalink/f/1a5h0rp/01TRAILS_ALMA51181411970003366
- 9) Other materials as provided by the instructor

Course Objectives

The goals of MTSI 503 are to establish how the functional properties of materials (primarily optical, electrical, magnetic, and chemical) emerge from the fundamental interactions between the atoms.

Learning Outcomes

Upon completion of the course, students will be expected to have mastered critical concepts that constitute the foundation for materials science including the ability to:

- Describe how band structure is determined by the energetics and geometric arrangement of atoms and their interacting electrons.
- Predict whether a material will be electronically conducting, semiconducting, or insulating.
- Describe how the nuclear and electronic degrees of freedom are perturbed by interactions with electromagnetic fields
- Identify and predict the magnetic ordering behavior of materials
- Explain the microscopic underpinnings of conductivity and resistivity
- Describe how chemical transformations are facilitated by interaction with materials systems

Class Format

Class attendance is expected and important. Lectures will not follow any individual textbook, but rather integrate topics from all of them. They will, I hope, also serve as a venue for you to ask questions easily and generate insight and foster discussion. Most fridays, we will work problems in small groups during class time.

Expectations of Students

Material Covered in Lecture and Assigned Reading: Students are responsible for all materials covered in lecture, as well as assigned reading from the text and any supplementary handouts. If you miss a class, it is your sole responsibility to make up the work missed.

Email Policy: I expect you to check your email at least once a day so that you can stay current with any changes or announcements related to the course.

D2L Policy: I'll use D2L to post problem sets, solutions, links, text reading suggestions, and anything else that is relevant to the course.

Problem Sets: Five problem sets will be turned in throughout the semester. Each problem set will contribute 4% toward your grade. $5 \times 4\% = 20\%$

In Class Activities: Most Fridays we will work to solve problems in groups, with the goal of reinforcing concepts learned that week. Classroom activities will comprise 20% of your grade

Exams: You will take two "midterm" exams and one final exam. The exams will all be cumulative, but will tend to emphasize the more recent material more heavily.

Academic Misconduct: Section 420 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others' misconduct. Violating this code on exams and/or problem sets is not acceptable and will be met with zero tolerance.

Students with Disabilities or other Concerns

If you have disability for which you are or may be requesting an accommodation(s), you are encouraged to contact your instructor and Disabled Student Services as soon as possible.

Grading

Exam 1	20%
Exam 2	20%
Final Exam (Cumulative)	20%
Problem Sets	$5 \times 4\% = 20\%$
In Class Activities	20%

Tentative Course Outline:

<u>Week</u>	<u>topics</u>
1	QM refresher: HO, PIB, PIW, plane wave
2	Toy system wrapup, metals and the Drude model
3	metals and the Drude – Lorentz model
4	Conductivity and electron transport
5	optical properties of electrons
6	semiconductors and insulators: band structure I
7	semiconductors and insulators: band structure II
8	Electronic applications of materials: doping, photoconductivity, emission
9	Phonons and the interaction with light
10	Applications: IR, Raman, Brillouin Scattering

- 11 Magnetism Fundamentals
- 12 Magnetism in Materials: ferro and antiferromagnetism
- 13 Chemical applications and transformation of metals
- 14 Chemical applications and transformation of semiconductors
- 15 Catch up or special topic: chemical properties of interfaces
- Final Finals Week (MTSI 503 Final Exam Scheduled _____)

Date 1/13/2020
Dept. Geological Engineering
Program MS Geosciences

College School of Mines & Engineering
CRC Representative Larry Smith

Description of Request: Add a new "engineering geology" option to the MS in Geoscience degree.

Current Course or Program Information: The Master of Science in Geosciences degree currently has options in geochemistry, geology, geological engineering, geophysical engineering, hydrogeology, and hydrogeological engineering. There is a need for an option that has more engineering than the geology option but not the full set of engineering mechanics courses required for the geological engineering option.

Proposed Change (Proposed Catalog Wording)

A Master of Science in Geoscience with an "Option in Engineering Geology" requires that the student have a degree in geology or a related field, math through calculus II, and two semesters of college physics. A course in statics is also required, with mechanics of materials recommended.

The department has excellent facilities and equipment for laboratory and field investigations. Opportunities for applied research projects are plentiful.

Admission Requirements:

B.S. in Geology or related field.
Math through Calculus II.
Two semesters of college physics.
A course in statics.

Options:

Thesis, Publishable Paper, or Non-Thesis

Seminar Requirements:

T.C. 5150 - Graduate Writing Seminar or equivalent
ENGR 5940 - Engineering Seminar

Coursework Requirements

GeoE 440 Engineering Geology (statics is a prerequisite)
GeoE 541 Advanced Engineering Geology
GeoE 542 Slope Stability Analysis & Design

*Students who have not previously taken courses in hydrogeology and/or structural geology will be required to take them at Montana Tech as part of their graduate program.

*If needed:
GeoE 403 Structural Geology for Engineers
GeoE 420 Hydrogeology for Engineers

Students who select the non-thesis option are required to take GEOE 590W Graduate Research or Design Project as part of their coursework.

Examinations:

The final examination for thesis and publishable paper-option students will consist of an oral presentation and defense of the thesis. Questions may be asked on any topic related to the thesis/paper or coursework taken as part of the graduate program. The presentation will be open to all interested parties, but the defense will be open only to the student's graduate committee.

The final examination for non-thesis option students will consist of a written and/or oral examination formulated by the student's graduate committee. The oral examination will draw questions from the written examination plus any coursework undertaken as part of the graduate program.

List of supporting documentation: not needed (no new classes proposed, existing graduate options do not have curriculum worksheets)

Assessment Leading to Request

One graduate student currently enrolled and multiple inquiries by other prospective graduate students.

Anticipated Impacts to "Other" Programs: Nothing significant

Impact on Library: Mary MacLaughlin has consulted with Scott Juskiewicz (1/23/20) at the Montana Tech library to ensure needed materials and media are available.

Date to take effect: 4/1/20

APPROVALS

Department Head Approval

Date 1-30-2020

Dean Approval

Date 2-3-20

Graduate Council Approval

Date 2-21-20

CRC Approval

Date _____

Faculty Senate Approval

Date _____

VCAA Approval (see below)

Date _____

Chancellor Approval (see below)

Date _____

LEVEL of Request

Please indicate the type of request(s) by selecting *all that apply*:

Faculty Approvals (directly to CRC, then Faculty Senate):

- Establish a new course for the catalog (please contact the Registrar of MUS CCN information)
- Changed course: addition, deletion or change of title, credit, course number, pre-req, description, or cross listing.
- Amend an existing degree program. Making changes to programs such as adding a writing course to a major, changing the list of accepted electives or removing a requirement of a minor
- New degree certification program of 29 credits or less
- Other:

Campus Approvals (must be approved by the VCAA prior to CRC submission):

- Placing a postsecondary educational program into moratorium
- Withdrawing a postsecondary educational program from moratorium
- Establishing, re-titling, terminating or revising a campus certificate of 29 credits or more
- Establishing a B.A.S./A.A./A.S. area of study
- Offering an existing postsecondary educational program via distance or online delivery
- Other:

OCHE Approvals (must be approved by the VCAA and Chancellor prior to CRC submission):

- Re-titling an existing postsecondary educational program
- Terminating an existing postsecondary educational program
- Consolidating existing postsecondary educational programs
- Establishing a new minor where there is a major or an option in a major
- Revising a postsecondary educational program
- Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years
- Other: adding a new option in an established MS program

Level II (must be approved by the VCAA and Chancellor prior to CRC submission):

- Establishing a new postsecondary educational program
- Exceeding the 120 credit maximum for baccalaureate degrees Exception to policy 301.11
- Forming, eliminating or consolidating an academic, administrative, or research unit
- Re-titling an academic, administrative, or research unit
- Other:

Faculty Senate Roster

Terms are for 2 or 3 years, as chosen by the department/area. Elections are held in March with terms expiring in May. The senator-elect and the retiring senator are invited to attend the last senate meetings of the academic year. Faculty Senate officers for the following academic year will be elected by the new senate at the last meeting of the academic year.

Article IV. Elections

SECTION 1:

Membership in the Faculty Senate shall be determined by annual elections held in March at the department level. Only persons holding faculty rank are eligible to vote, except in the case of Adjunct Faculty. Members shall be elected to two-year or three-year terms at the option of their respective departments. Vacancies created by unexpired terms shall be filled by special election.

Article III. Membership

SECTION 1:

The Faculty Senate shall consist of 26 members composed as follows:

School of Mines and Engineering Faculty.....	9	11	Senators
College of Letters, Science, and Prof. Studies Faculty.....	9	8	Senators
Highlands College Faculty.....	4	3	Senators
Research & Library Faculty.....	3		Senators
Adjunct Faculty.....	1		Senator

The representation shall be subdivided and elected at the department level as follows:

School of Mines and Engineering

1. Electrical Engineering
2. Geological Engineering
3. Geophysical Engineering
4. ~~General Engineering~~ Civil Engineering
5. Mechanical Engineering
6. Metallurgical and Materials Engineering
7. Environmental Engineering
8. Mining Engineering
9. Petroleum Engineering
10. Safety Health and Industrial Hygiene
11. Computer Sci. & Software Engr. & Data Science

Highlands College

1. Business ~~Technology~~ and Industry
2. Trades ~~and Technology~~
3. Health Programs
4. ~~General Studies~~

College of Letters, Science, and Professional Studies

1. Biological Sciences
2. Chemistry
3. ~~Health Care Informaties~~
4. Mathematical Sciences
5. Nursing
6. Liberal Studies
7. Business ~~and Information Technology~~
8. ~~Computer Sci. & Software Engr. and~~ Network Technology
9. ~~Professional and Technical Communication~~
10. Writing Program

Research, Library, & Adjunct Faculty

1. Library Faculty
2. Research Faculty (2 senators)
3. Adjunct Faculty

As needed, the size and composition of the Faculty Senate shall be re-evaluated to account for changes in faculty and department structure of the College.

Montana Tech Faculty Senate Survey

Welcome

Dear Montana Tech and MBMG Faculty,

The Montana Tech Faculty Senate is once again conducting a Faculty Opinion & Satisfaction Survey. This survey will be open through Friday May 3rd. If the Faculty Senate is to serve as the voice of all Faculty, we must understand what's working well and what needs improvement. Every voice matters and every opinion counts.

Please note, the responses are anonymous.

*Best,
Your Faculty Senate Officers*

You can also complete a paper survey in lieu of the Quadratics survey. I attached one to the e-mail sent out, there is also a link to a PDF available on the Faculty Senate Home Page, or available from any Faculty Senator.

These paper surveys can be submitted via campus mail anonymously to senate officers: C Faught (HCI), S. Capoccia (Biology), A. Mitra (Mathematics)

Chancellor

Please answer the following questions regarding the Chancellor of Montana Tech (Donald Blackketter):

The Chancellor is the chief executive officer of the Institution and of the Montana Bureau of Mines and Geology, a department of Montana Tech. The Chancellor reports to the President of The University of Montana for the internal administration of the Institution. Subject to the supervision of the President, the Chancellor shall (1) have the immediate direction, management, and control of the respective units, including instruction, practical affairs, and scientific investigation; (2) be the chief administrative officer of the general faculty and of the special faculties of the departments or colleges and the executive head of the unit in all its departments; and (3) have the duties of one of the professorships as long as the interests of the unit requires it.

In what areas has Chancellor Blackketter excelled in the last year? Please check all that apply:

- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Communication | External Relations | Leadership | Management | Planning | University Finance | Values |
| <input type="checkbox"/> |

In what areas should Chancellor Blackketter improve based on his performance in this last year? Check all that apply:

- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Communication | External Relations | Leadership | Management | Planning | University Finance | Values |
| <input type="checkbox"/> |

What grade would you assign for Chancellor Blackketter for the last year?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| A | B | C | D | F |
| <input type="radio"/> |

Grade Comments:

Dr. Blackketter should be retained as Chancellor.

- Does not apply this year

Provost/Vice Chancellor for Academic Affairs

Please answer the following questions regarding the Provost/Vice Chancellor for Academic Affairs of Montana Tech (Douglas Abbott):

The Provost and Vice Chancellor for Academic Affairs (Provost) serves as the Chief Academic Officer for Montana Tech. The Provost reports directly to the Chancellor and acts in the capacity of Chief Executive Officer of the institution in the absence of the Chancellor. The Provost's duties include (but are not limited to): Academic Leadership, Institutional Integrity, Accreditation (both regional and degree-specific), Curriculum, Campus representative to external constituencies, Management of the campus degree portfolio, Budget Planning and Fiscal Management, Staffing, Student Affairs, and Faculty Development/Personnel. The Provost works with the Chancellor, Vice Chancellors, Deans, and the faculty/staff to carry out the mission of Montana Tech.

In what areas has Dr. Abbott, Vice Chancellor for Academic Affairs (P/VCAA) excelled in the last year? Please check all that apply:

Academic Management	Academic Planning	Budgeting	External Relations	Faculty Development	Institutional Integrity	Leadership	Communication
<input type="checkbox"/>							

In what areas should Dr. Abbott, P/VCAA, improve based on his performance in this last year? Check all that apply:

Academic Management	Academic Planning	Budgeting	External Relations	Faculty Development	Institutional Integrity	Leadership	Communication
<input type="checkbox"/>							

What grade would you assign Dr. Abbott, P/VCAA, for the last year?

A	B	C	D	F
<input type="radio"/>				

Grade Comments:

Dr. Abbott should be retained as Provost and Vice Chancellor for Academic Affairs.

Does not apply this year

Vice Chancellor for Research / Dean of the Graduate School

Please answer the following questions regarding the Vice Chancellor for Research/Dean of the Graduate School for Montana Tech (Beverly Hartline):

The Vice Chancellor of Research and Dean of the Graduate School sets a climate that enables excellence and growth in research and creative scholarship and serves as the chief academic officer for graduate education. The Vice Chancellor also oversees institution-level Centers of Excellence, including the Center for Advanced Materials Processing (CAMP).

In what areas has the Dr. Hartline, Vice Chancellor for Research/Dean of the Graduate School (VCR/DGS), excelled in the last year? Please check all that apply:

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| CAMP Oversight | Grant/Funding Assistance | Grant/Funding Promotion | Graduate Education | Research Leadership | Communication |
| <input type="checkbox"/> |

In what areas should Dr. Hartline, VCR/DGS, improve based on her performance in this last year? Check all that apply:

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| CAMP Oversight | Grant/Funding Assistance | Grant/Funding Promotion | Graduate Education | Research Leadership | Communication |
| <input type="checkbox"/> |

What grade would you assign the VCR/DGS for the last year?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| A | B | C | D | F |
| <input type="radio"/> |

Grade Comment:

Dr. Hartline should be retained as Vice Chancellor of Research and Dean of the Graduate School.

- Yes
- No

Vice Chancellor for Development and University Relations; President, Montana Tech Foundation

Please answer the following questions regarding the Vice Chancellor for Development and University Relations/President, Montana Tech Foundation (Joe McClafferty):

The Vice Chancellor of Development and University Relations/President of the Montana Tech Foundation (VCDUR) serves as head of the campus' fundraising arm. In addition, s/he leads the offices of Alumni Affairs, Career Services and Public Relations. S/he works closely with Montana Tech's Chancellor, the Montana Tech Foundation Board, alumni, and other university constituencies, functioning as the campus chief advancement officer to raise private financial support for the campus, while marketing the university to generate interest in and raise the profile of its programs, faculty and students.

In what areas has Mr. McClafferty, Vice Chancellor for Development and University Relations/President, Montana Tech Foundation (VCDUR/PMTF), excelled in the last year? Please check all that apply:

Alumni Affairs Leadership

Campus Fundraising

Public Relations Leadership

Communication

In what areas should Mr. McClafferty, VCDUR/PMTF, improve based on his performance in this last year? Check all that apply:

Alumni Affairs Leadership

Campus Fundraising

Public Relations Leadership

Communication

What grade would you assign the VCDUR/PMTF for the last year?

A

B

C

D

F

Grade Comments:

Mr. McClafferty should be retained as Vice Chancellor of Development and University Relations/President of the Montana Tech Foundation.

- Yes
- No

Vice Chancellor for Administration and Finance

Please answer the following questions regarding the Vice Chancellor for Administration and Finance:

The Vice Chancellor is responsible for the areas of budgeting, payroll, personnel, purchasing and accounts payable. This includes supervision, program development, problem resolution and policy development and oversight. Other areas of responsibility and supervision include the business office, grants and contracts accounting, telecommunications, the mail and copy center, the bookstore, environmental health and safety, network technology, information services and other computer related functions. The Vice Chancellor also acts as the EEO/AA and Title IX officer. Reports to the Chancellor.

Due to a change over in personnel, this question block is based on the university administration collectively.

Budget and Finance

As it relates to finance, in what areas has the university administration excelled?

Budget Process	Transparency	Communication	Justification	Allocation	Fiscal Responsibility	Budget Balancing
<input type="checkbox"/>						

As it relates to finance, in what areas should the university administration improve?

Budget Process	Transparency	Communication	Justification	Allocation	Fiscal Responsibility	Budget Balancing
<input type="checkbox"/>						

As it relates to financing, what grade would you assign the university administration?

A	B	C	D	F
<input type="radio"/>				

Grade Comment

My department budget information is available for all faculty to access and the funds are appropriately allocated.

- Strongly Agree
- Agree
- Somewhat agree
- Somewhat disagree
- Disagree
- Strongly disagree

Deans

Is teaching one of your primary duties as a faculty member?

- Yes
- No

Are you a full time Montana Tech or Bureau employee?

- Yes
- No

Are you tenured?

- Yes
- No

In which College or School do you reside?

- Highlands
- Letters, Sciences, and Professional Studies
- Mines and Engineering
- Graduate/Library/Bureau/Athletics

Please answer the following questions regarding Dean David Gurchiek

Please answer the following questions regarding Dean Steve Gammon:

Please answer the following questions regarding Dean Dan Trudnowski:

Please answer the following questions regarding your Dean / Director:

Please provide the name of your Dean / Director:

Deans at Montana Tech are the leaders and chief representatives of their school/college and, except in extraordinary circumstances, are the conduits through which communications flow to and from their school/college on policy and procedural matters of an academic or administrative nature. The Dean, in consultation with the Department Heads of the school/college, is responsible for setting goals and objectives for the school/college, for developing plans to achieve them, and for periodically assessing progress towards meeting them.

In what areas has your academic Dean / Director excelled in the last year? Please check all that apply:

Communication	Fair & Reasonable	Grants Autonomy	Leadership	Represents College	Fiscal Responsibility	Transparency
<input type="checkbox"/>						

In what areas should your academic Dean / Director improve based on her/his performance in this last year? Check all that apply:

Communication	Fair & Reasonable	Grants Autonomy	Leadership	Represents College	Fiscal Responsibility	Transparency
<input type="checkbox"/>						

What grade would you assign your academic Dean / Director?

A	B	C	D	F
<input type="radio"/>				

Grade Comment:

Campus Questions

Please indicate your agreement with the following statements regarding Montana Tech:

The charge of the Program Prioritization Committee (PPC) was to help guide the university through structural changes as they relate to Department and Program activities and/or retention.

The PPC was used effectively to generate beneficial changes on campus

Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

The Chancellor Search Committee was used effectively for the selection of a new Chief Executive Office.

Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

I can openly express my concerns without fear of retribution.

Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

My department practices shared governance in the way our program is shaped.

Strongly Agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree Strongly disagree

Montana Tech's online course management system (**Moodle 2**) is a useful and usable resource for faculty.

Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

Montana Tech's **buildings and grounds** are well-maintained.

Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

My Computer Support Specialist provides effective IT support to faculty (e.g. Workstations and Instructional Technology).

Strongly agree Agree Somewhat agree Somewhat disagree Disagree Strongly disagree

Campus Technology Services provide effective IT support to faculty (e.g. Network Performance).

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
<input type="radio"/>					

The **Library** provides access to high quality resources.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
<input type="radio"/>					

The **Library** provides excellent service to faculty.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
<input type="radio"/>					

The **Bookstore** provides excellent service to faculty.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
<input type="radio"/>					

The office of **Enrollment Services** provides excellent support to faculty.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
<input type="radio"/>					

The office of **Human Resources** provides high-level support to faculty.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
<input type="radio"/>					

The Montana Tech **Dining Services** provides excellent services and food.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
<input type="radio"/>					

Campus Security maintains a safe and secure environment at Montana Tech.

Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
<input type="radio"/>					

Please offer any comments in relation to general campus function

Senate

Please answer the following questions concerning Faculty Senate:

How often would you like Faculty Senate to call meetings of the full faculty?

- Never
- Once a Year
- Once a Semester
- More Than Once a Semester

What issues do you think Faculty Senate should prioritize? Please be specific.

What grade would you assign Faculty Senate for the last year?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| A | B | C | D | F |
| <input type="radio"/> |

Grade Comments:

STUDENT CODE OF CONDUCT

ARTICLE I: MISSION AND INTRODUCTION

- A. Mission:** This Code of Conduct embodies and promotes honesty, integrity, accountability, and duties associated with citizenship as a student in our community at the University of Montana. This Code exists to protect the interests of the community and dignity of its members, and to challenge those behaviors which are not in accordance with our policies. This Code describes expected standards of behavior for all students, including academic conduct and general conduct, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations.
- B. Definitions of "Student:"** For the purposes of the Student Code of Conduct, a "student" means the following:
1. Any person who is enrolled at the University of Montana, Missoula College, or the Bitterroot College of the University of Montana (hereinafter "the University") and is pursuing undergraduate, graduate, or professional studies, including full-time and part-time status.
 2. Any person who has completed an academic term and can be reasonably expected to enroll the following term.
 3. Any person who attended the University during a previous academic term and who committed an alleged violation of the Code during the time of enrollment.
 4. Any resident living in University housing with a current student housing contract, even if they are not enrolled.
- C. Jurisdiction:** The Student Code of Conduct and conduct process apply to the conduct of individual students and all University-affiliated student organizations. The Student Code of Conduct shall apply to conduct that occurs on University premises, at University sponsored activities, and to off-campus conduct that adversely affects the University Community and/or the pursuit of its objectives. Each student shall be responsible for their conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if their conduct is not discovered until after a degree is awarded). The Student Code of Conduct shall apply to a student's conduct even if the student withdraws from school while a disciplinary matter is pending. The Office for Community Standards shall decide whether the Student Code of Conduct applies to conduct occurring off campus, on a case-by-case basis.
- D. Violations of Laws:** The University may take notice of alleged violations of federal, state and local laws by students. When a student is arrested or otherwise subject to criminal charges the University may initiate proceedings to determine if the student has violated the Student Code of Conduct. The University reserves the right to exercise its authority of interim suspension upon notification that a student is facing criminal charges in accordance with Article VI, below.
- E. Discrimination, Harassment, Sexual Misconduct, Stalking, and Retaliation:** In addition to the Student Code of Conduct, all students at the University of Montana are also subject to the University's Discrimination, Harassment, Sexual Misconduct, Stalking, and Retaliation policy and accompanying Discrimination Grievance Procedures, ("Discrimination and Harassment policy"). The University's Discrimination and Harassment policy covers behaviors related to discrimination, sexual harassment, sexual assault, inducing incapacitation for sexual purposes, sexual exploitation, relationship violence, stalking, and retaliation. A violation of the Discrimination, Harassment, Sexual Misconduct, Stalking, and Retaliation policy is a violation of this Student Code of Conduct.

ARTICLE II: STUDENT RIGHTS

In University Student Code of Conduct disciplinary proceedings, for both cases involving general misconduct and academic misconduct, students have the following rights.

Records and Confidentiality: The University of Montana complies with the principles of privacy described in the Montana Constitution, the Montana Code Annotated, and the federal Family Educational Rights and Privacy Act (FERPA). As such, a student involved in a University disciplinary proceeding has the following rights related to privacy and confidentiality:

A. Disciplinary records:

1. Sanctions of expulsion and suspension affect the student's academic status, and records are maintained by the Office of Community Standards and/or the Office of the Provost during such time as the imposed sanctions are in effect.
2. During the time that a Student Code of Conduct case is in process, the student continues to have the same rights and privileges as other students, unless interim action (which may include restrictions, suspension, or expulsion) has been imposed.
3. If a student authorizes the release of the student's transcript and/or conduct records to another institution or to a prospective employer while there is a pending case under the Student Code of Conduct, it is with the understanding that if the student is found to have violated the Code in a manner that would require that the previously-released transcript be altered, the University may notify the institution and/or employer and forward a corrected copy.
4. All records of Student Code of Conduct proceedings and sanctions are maintained by the Office of Community Standards. These records will be maintained in accordance with the Montana University System General Record Retention Schedule. Sanctions of expulsion and suspension affect the student's academic status and will be maintained indefinitely.

B. Confidentiality:

1. All disciplinary proceedings are closed to the public.
2. The University, except as required by law, will not disclose information to anyone not connected with the proceeding. The fact that there is or has been a disciplinary proceeding concerning the incident may be disclosed; however, the identity(ies) of individual students involved in the proceedings will not be disclosed.
3. The University, including individuals involved in a disciplinary proceeding, will disclose the results of the proceeding, including sanctions imposed, only to those who need to know for purposes of record keeping, enforcement of the sanctions, further proceedings, eligibility for participation in certain University activities, or compliance with federal or state laws. The fact that a disciplinary proceeding has been concluded and appropriate action has been taken may be disclosed.
4. As allowed by the Jeanne Clery Disclosure of Campus Security Police and Campus Crime Statistics Act (commonly known as the Clery Act) the University will disclose the results of campus disciplinary proceedings to an alleged victim of a violent crime.
5. Title IX of the Education Amendments of 1972 requires the University to tell a complainant in a case of sexual violence whether or not it found that the sexual violence occurred, any sanctions imposed upon the perpetrator that relate directly to the complainant, and other steps the University has taken to eliminate the hostile environment and prevent recurrence.

Process Based Rights:

- A. Respondent:** A student accused of violating the Student Code of Conduct (the “respondent”) has certain rights. These include the right to:
1. Be provided written notice at least 24 hours in advance of the hearing (with the exception of Interim Action, see Article VI for more information). This notice includes that a complaint is being investigated, the nature of the complaint, and the provisions of the Student Code of Conduct that the student is alleged to have violated.
 - a. If the respondent has an unavoidable conflict for the designated hearing time, as determined by the administrative conduct officer, the respondent may contact the administrative conduct officer identified in the notice as soon as possible in advance of the conduct hearing to schedule an alternate meeting date or time.
 - b. Respondent may request to waive their 24-hour notice by contacting the administrative conduct officer to ask for an earlier meeting. The administrative conduct officer will determine if appropriate arrangements can be made for an earlier hearing.
 2. Request a different administrative conduct officer in advance of the hearing. The University will attempt to eliminate any administrative conduct officer bias in the conduct process. If a respondent is concerned about bias, they may request a different administrative conduct officer in advance of the hearing. Determination of whether a different administrative conduct officer is warranted will be decided by the Vice Provost for Student Success, Executive Director for UM Housing and Community Standards, or designee.
 3. Be accompanied by one advisor and/or an attorney (who is not a party to the case or a potential witness) for personal advice, consultation, and/or support during the conduct hearing. However, only the respondent, and not the advisor or attorney, may speak on the student’s behalf during the conduct hearing. A student who intends to bring an attorney to a meeting must notify the University official in advance of the meeting so the University may make the appropriate arrangements, which could include having a University attorney present. In the instance that the arrangements are not possible prior to the scheduled hearing, the hearing will be postponed for a reasonable amount of time for the arrangements to be made.
 4. Review all redacted written or physical evidence relied on by the hearing officer during the conduct process, but may not take a copy or photograph it. All such records may be reviewed by the respondent during normal business hours. In the instance that a request to review of documents is not possible prior to the scheduled hearing, the hearing will be postponed for a reasonable amount of time to allow for document review.
 5. Present one’s own case, including a written account of the incident. The respondent has the right to remain silent at the conduct hearing and the choice to remain silent will not be taken as an admission of responsibility, though the student is encouraged to participate in the conduct hearing.
 6. Present relevant witnesses, to submit questions for witnesses to the conduct hearing officer, and to respond to and question all information and charges presented. The number of witnesses called, and questions asked will be vetted by the hearing officer for relevancy and may be limited to prevent redundancy or the unreasonable prolonging of the hearing.
 7. Timely adjudication and resolution of the case.

During the time that a Student Code of Conduct case is in process, the student continues to have the same rights and privileges as other students unless interim action (which may include restrictions, suspension, or expulsion) has been imposed.

B. Complainant: A student who brings a complaint against another student under the Student Code of Conduct (the “complainant”) also has certain rights. These include the right to:

1. Request to meet with the designated administrative official to discuss the disciplinary process.
2. Present one’s own case, including a written account of the incident and a statement describing the effect of the alleged misconduct.
3. Be accompanied by one advisor and/or an attorney (who is not a party to the case or a potential witness) for personal consultation and/or support. However, only the complainant, not the advisor or attorney, may speak on the student’s behalf during the conduct hearing.
4. Timely adjudication and resolution of the case.
5. Privacy regarding past conduct that is irrelevant to the case. This irrelevant information will not be discussed during the proceedings.
6. Be notified of the outcome of the case when the proceedings are concluded, for instances of violent crimes only.

ARTICLE III: INFORMAL RESOLUTIONS

Nothing in this Code limits the right of the Office of Community Standards with the approval of the Vice Provost of Student Success or Vice Provost for Academic Affairs as appropriate and the respondent to agree at any time to disciplinary sanctions if the student agrees to the charges. Any such agreement must be in writing. When it is approved by the appropriate University official(s), signed by the student, and filed with the Office of Community Standards, the case is concluded.

ARTICLE IV: PROSCRIBED ACADEMIC CONDUCT

Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to Academic Penalty (or penalties) by the course instructor and/or University Sanction(s) by the University through the Provost and Vice Provost for Academic Affairs.

Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

1. **Plagiarism:** Representing another person's words, ideas, data, or materials as one's own.
2. **Misconduct during an examination or academic exercise:** Copying from another student's paper, consulting unauthorized material, giving information to another student, collaborating with one or more students without authorization, or otherwise failing to abide by the University or instructor's rules governing the examination or academic exercise without the instructor's permission.
3. **Unauthorized possession of examination or other course materials:** Acquiring or possessing an examination or other course materials without authorization by the instructor.
4. **Tampering with course materials:** Destroying, hiding, or otherwise tampering with source materials, library materials, laboratory materials, computer equipment or programs, or other course materials.
5. **Submitting false information:** Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.

6. **Submitting work previously presented in another course:** Knowingly making such submission in violation of stated course requirements.
7. **Improperly influencing conduct:** Acting calculatedly to influence an instructor to assign a grade other than the grade actually earned.
8. **Substituting, or arranging substitution, for another student during an examination or other academic exercise:** Knowingly allowing others to offer one's work as their own.
9. **Facilitating academic dishonesty:** Knowingly helping or attempting to help another person commit an act of academic dishonesty, including assistance in an arrangement whereby any work, classroom performance, examination activity, or other academic exercise is submitted or performed by a person other than the student under whose name the work is submitted or performed.
10. **Altering transcripts, grades, examinations, or other academically related documents:** Falsifying, tampering with, or misrepresenting a transcript, other academic records, or any material relevant to academic performance, enrollment, or admission, or causing falsification or misrepresentation of any of the above.

Disciplinary Procedures for Academic Misconduct: The focus of inquiry in disciplinary proceedings related to academic misconduct is to determine if a violation of the Standards of Academic Conduct has occurred and, if so, to determine an appropriate academic penalty and/or University sanction. Student Code of Conduct proceedings are administrative proceedings and do not follow formal rules of evidence applicable in legal and criminal proceedings. The University has the burden of proof to establish a violation of academic misconduct by a **preponderance of the evidence (it is more likely than not that the incident occurred)**.

It is assumed, unless shown otherwise, that the faculty and Academic Deans (or designees) make impartial judgments concerning academic misconduct and fairly impose an appropriate academic penalty and/or University sanction. Minor deviations from prescribed procedures will not invalidate a decision or proceeding, provided they do not significantly prejudice the student or the University.

The adjudication of any alleged academic misconduct must be initiated within two years of discovery of the incident.

Procedures for Academic Misconduct:

A. Investigation by the Course Instructor:

1. **Misconduct alleged during the course:** When an incident of alleged academic misconduct is discovered by or brought to the attention of the course instructor during the course, the instructor personally contacts the accused student within ten (10) working days to arrange a meeting. The course instructor and the student may each have a person of choice present at this meeting (see Article II "Rights to Due Process"). The role of legal counsel, if any, at this stage should be restricted to consultation with the student. At this meeting the course instructor will:
 - a. Inform the student of the alleged academic misconduct and present the evidence supporting the allegation.
 - b. Inform the student of the Student Code of Conduct procedures.
 - c. Allow the student an opportunity to respond to the charge(s) and evidence (the student is not required to respond).
 - d. Discuss the academic penalty and possible University sanctions and allow the student to respond.

2. **Misconduct alleged at or after the conclusion of course:** When an incident of alleged academic misconduct is discovered or brought to the attention of the course instructor at or after the conclusion of the course, the course instructor notifies the student in writing and takes steps (a) through (d) above and will follow up in writing. The instructor also informs the student that an "N" grade will be given for the course or the assigned grade will be revoked until there is a final resolution of the charge(s). [Academic letter appendices](#)
3. **Consultation with the Chair and Academic Dean (or designee):** The course instructor should consult with the Department Chair and Academic Dean (or designee) in order to determine whether any record of prior academic misconduct on file with the Office of Community Standards warrants a recommendation that the University impose a sanction on the student. The course instructor and/or Chair may make such a recommendation to the Academic Dean (or designee) based on the severity of the alleged offense and/or prior record of misconduct.
4. **Resolution of the charge by the course instructor:**
 - a. If the instructor concludes that the student engaged in academic misconduct, the instructor informs the student of the academic penalty to be imposed. The academic penalty does not take effect until the final resolution of the charge(s) or until the deadline for an appeal has passed. An "N" grade may be assigned in the interim.
 - b. If a University sanction is recommended, the course instructor or Department Chair notifies the student that the case will be transferred to the Academic Dean (or designee).
 - c. The course instructor informs the student of the appeal procedure as outlined in the Student Code of Conduct.
 - d. If a University sanction is recommended, or if the student appeals, the course instructor will prepare a written summary for the Academic Dean (or designee) that will include a concise statement of the act of academic misconduct and the evidence. A copy of this summary will be provided to the student, the Department Chair, the Department Chair of the student's major, and the Provost and Vice Provost for Academic Affairs. A copy of this summary is also added to the student's disciplinary file maintained by the Office of Community Standards. The student also may provide a written statement to be placed in the file. In cases where the student accepts the academic penalty, the written summary prepared by the instructor will be included in the student's file.
5. **Resolution of the charge by the instructor when the student does not appear for the investigative meeting:** If the student does not appear for the investigative meeting with the course instructor, the course instructor informs the student in writing of the following: [Academic letter appendices](#)
 - a. The academic penalty recommended. The academic penalty is not formally imposed until final resolution of the charge(s) or until the deadline for an appeal has passed. If a grade is required before final resolution of the charge(s) or before the deadline for an appeal has passed, an "N" grade is assigned.
 - b. The transfer of the case to the Academic Dean (or designee) if a University sanction is recommended.
 - c. Student Code of Conduct procedures and opportunity for appeal (a copy of this Code will suffice).

- d. The fact that a written summary of the case has been sent to the student, the Department Chair, the Department Chair of the student's major, and the Provost and Vice Provost for Academic Affairs, with a copy placed in the student's disciplinary file maintained by the Office for Community Standards. The student also may provide a written statement to be placed in the file.

B. Sanction(s) Imposed by the University for Academic Misconduct:

1. **Investigation by the Academic Dean (or designee):** After reviewing the course instructor's recommendation and written summary of the case and consulting with the instructor and the Chair, the Academic Dean (or designee) reviews the student's disciplinary record maintained by the Office of Community Standards, reviews the evidence, and interviews individually or together the instructor, the accused student and possible witnesses. Before the interview, the accused student is informed that they may bring a person of choice and that they also have the right to have legal counsel present during the interview. The student must notify the Academic Dean (or designee) at least three (3) working days before the time of the interview of any intent to be accompanied by legal counsel. The role of legal counsel, if any, at this stage should be restricted to consultation with the student. The student is not required to make any response during the interview.
2. **Resolution of the charge(s) by the Academic Dean (or designee):**
 - a. If the Academic Dean decides not to impose a University sanction, the Dean notifies and provides written justification of the decision to the student, course instructor, and Department Chair. The decision of the Academic Dean to not impose a University sanction may not be used by the student to justify or support an appeal of an academic penalty by the course instructor.
 - b. If the Academic Dean decides to impose a University sanction, the Dean informs the course instructor and Department Chair, and the student is notified in writing. See Appendix Form 3 for an example of this notice. When a University sanction of Denial of a Degree, Revocation of a Degree, Expulsion, or Suspension is proposed, the Academic Dean will present the recommendation to the Provost and Vice Provost for Academic Affairs for review and approval prior to notifying the student.
 - c. The notice to the student includes:
 1. A statement of the specific academic misconduct committed
 2. A concise summary of the facts upon which the charge is based
 3. A statement of the University sanction(s)
 4. A statement of the appeal procedure
 - d. If, within ten (10) working days, the student does not appeal the decision to impose the University sanction, the allegation in the notice of University sanction will be accepted. The Provost and Vice Provost for Academic Affairs will instruct the appropriate University officials to implement the sanction.
 - e. A written summary of the case will be placed in the student's disciplinary file maintained by the Office for Community Standards, as well as in the Provost's Office.
 - f. No University sanction or academic penalty is imposed until final resolution of the charge(s) or until the deadline for an appeal has passed.

3. **Student Appeal of Academic Penalties and/or University Sanctions:** If the student denies the charge(s) and/or does not accept the academic penalty imposed by the course instructor and/or the University sanction, the student may appeal to the Academic Conduct Board. A request for appeal with supporting evidence must be presented in writing to the Provost and Vice Provost for Academic Affairs within ten (10) working days after the student is informed by the instructor of the imposed academic penalty or within ten (10) working days after receiving the notice of a University sanction, whichever occurs later.

Academic Conduct Board:

A. Composition: The Academic Conduct Board, appointed by the President of the University, consists of one faculty member and faculty alternate nominated by the Provost and Vice Provost for Academic Affairs; one faculty member and faculty alternate nominated by the President of the University Faculty Association; one faculty member and faculty alternate nominated by the Executive Committee of the Faculty Senate; one faculty member and faculty alternate nominated by the Academic Standards and Curriculum Review Committee; two undergraduate students and alternates and one graduate student and alternate nominated by the Associated Students of the University of Montana (ASUM).

1. The chair of the Academic Conduct Board is the Vice Provost for Academic Affairs.
2. Faculty members are appointed for two (2) years. No member will serve more than two consecutive terms.
3. In case of unavailability or disqualification of any member for a given proceeding, the appropriate alternative member will serve on the Board.
4. No member of the Academic Conduct Board may sit on a case if they are: (a) from the same academic unit as the faculty member charging a student with misconduct or the accused student, or (b) otherwise closely associated personally or professionally with the faculty member or the student. A Board member should disqualify himself or herself when any ground for disqualification is present. The accused student may assert grounds for disqualification of a Board member to the Chair of the Academic Conduct Board no later than three (3) working days prior to the scheduled hearing. The Chair shall implement a disqualification when warranted by the facts asserted.

B. Academic Conduct Board Hearings:

1. When a student appeals to the Academic Conduct Board, the Chair schedules a hearing date. The Chair gives notice of the time, date, and place of the hearing to the student, course instructor, Department Chair, and Academic Dean. In the absence of extenuating circumstances, the hearing is held within fifteen (15) working days of the appeal.
2. A student appealing to the Academic Conduct Board may be accompanied by a representative. If the representative is an attorney, the student must notify the Chair of the Academic Conduct Board in writing at least three (3) working days before the scheduled hearing. Failure to give notice of representation may delay the hearing. If the student is to be represented at the hearing by an attorney, then the University may also be represented by legal counsel.
3. Hearings are closed to the public. However, at the discretion of the Chair, an open hearing may be held if requested by the student and if the individual privacy rights of others are protected, or waived.
4. The Chair of the Academic Conduct Board is responsible for conducting the hearing in an orderly manner. The student presents witnesses and/or evidence in support of

the appeal. The course instructor, Department Chair, and Academic Dean also presents witnesses and evidence. Each party may question the other party's witnesses, either directly or through the Chair at the discretion of the Chair. The burden of proof is on the University to establish a violation by a preponderance of the evidence.

5. Formal rules of evidence (such as in a legal proceeding) do not apply. The Chair decides the admissibility of all evidence presented and rules on all procedural issues.
 6. Hearing are recorded at University expense. This is the official recording to the hearing. Other recordings of the hearing are not permitted.
 7. The Chair may prescribe additional procedural rules for the hearing that are consistent with this Code.
 8. The Academic Conduct Board reaches a decision by majority vote. The Chair has the right of vote. The vote upholds, alters, or overturns the academic penalty and/or University sanction. The decision of the Board is submitted to the President of the University for review and final approval. Board deliberations are closed to the parties and others.
 9. Within ten (10) working days, a copy of the Board's decision is provided by the Chair to the student, the course instructor, Department Chair, Academic Dean, Office for Community Standards, Provost and Vice Provost for Academic Affairs, and the President.
 10. A student who fails to appear for the Academic Conduct Board hearing is considered to have waived the right to appeal. The student receives the academic penalty(ies) and/or University sanction(s) recommended by the Academic Dean and approved by the Provost and Vice Provost for Academic Affairs.
 11. **The student may seek further administrative review by the Commissioner of Higher Education and the Board of Regents in accordance with to Montana University System Policy and Procedures Manual, 203.5.2.**
- C. Hearing Officer Option:** The Provost may, whenever it is in the best interest of the University or the student, or when an appeal cannot be heard by the Academic Conduct Board within a reasonable time after the student's request (e.g. during summer or between semesters), appoint an impartial Hearing Officer to conduct a hearing. This hearing is conducted following the procedures described in this Code.

Penalties for Academic Misconduct: Depending on the severity of the academic misconduct, a student may incur one or more of the following penalties:

1. **Academic Penalty(ies) by the Course Instructor:** The student may receive a failing or reduced grade in an academic exercise, examination, or course, and/or be assigned additional work which may include re-examination.
2. **University Sanction(s):** The University may also impose a sanction that exceeds the academic penalty. Sanctions (a) through (f) require administrative review and approval by the Provost and Vice Provost for Academic Affairs:
 - a. **Disciplinary Warning:** The student is warned that further misconduct may result in more severe disciplinary sanctions.
 - b. **Disciplinary Probation:** The student is warned that further misconduct may result in suspension or expulsion. Conditions may be placed on continued enrollment for a specified period of time.

- c. **Suspension:** The student is separated from the University for a specified period of time and may also be excluded from participation in any University-sponsored activity.
- d. **Expulsion:** The student is permanently separated from the University and may also be excluded from any University-owned and/or -controlled property or events.
- e. **Denial of a Degree:** A degree is not awarded.
- f. **Revocation of a Degree:** A previously awarded degree is rescinded.

ARTICLE V: PROSCRIBED GENERAL CONDUCT

Students at the University of Montana are expected to practice responsible behavior at all times. General misconduct is subject to University Sanction(s) by the Office of Community Standards and/or College or Organizational Sanction(s) by the colleges or organizations.

General misconduct is defined as conduct including, but not limited to, the following:

A. Acts of Dishonesty:

- 1. **Falsification:** Forgery, alteration or misuse of University documents, records, instruments of identification, computer programs, or accounts.
- 2. **Unauthorized Access:** Unauthorized access to any University building or unauthorized possession, duplication or use of means of access (Griz card, keys, etc.) to any university building or failing to timely report a lost key or Griz card with access to university housing or buildings.
- 3. **False Information:** Providing false information to any University official acting in performance of their duties or capacities.

B. Harassment, Hazing, and Bystanding:

- 1. **Harassment** includes but is not limited to unwelcome verbal, psychological, graphic and/or written abuse directed at another, beyond a reasonable expression of opinion.
 - a. **Cyberbullying** is repeated and/or severe aggressive electronic communications that are direct at another person or are intended to intimidate, harm, or control another person emotionally.
- 2. **Hazing** includes but is not limited to acts that humiliate, ridicule, or endanger the mental or physical health or safety of a student, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. Participation or cooperation by the person(s) being hazed does not excuse the violation.
- 3. **Bystanding** includes but is not limited to:
 - a. Conduct of a student who is present when a violation of the Code of Student conduct occurs and who encourages, assists, or fails to take reasonable actions to prevent or stop conduct that could result in serious injury to a person, including sexual misconduct; or:
 - b. Conduct of an organized group that encourages, assists, or fails to take reasonable actions to prevent or stop conduct that could result in serious injury to a person, including sexual misconduct.

C. Assault and Harm to Persons:

- 1. **Physical assault** which includes but is not limited to: physical contact of an insulting or provoking nature, physical contact that puts the person in fear for their physical safety, or physical contact that causes the person to suffer physical injury.
- 2. **Threatening and Intimidating Behaviors:**

- a. A threat is defined as written or verbal conduct that causes a reasonable expectation of injury to the health or safety of any person or damage to any property.
- b. Intimidation is defined as implied threats or acts that cause a reasonable fear of harm in another.

D. Discrimination, Harassment, Sexual Misconduct, Stalking, and Retaliation:

1. Violation of the University's Policy on [Discrimination, Harassment, Sexual Misconduct, Stalking and Retaliation](#) is a violation of this Student Code of Conduct.

E. Alcohol and Drug Offenses:

1. **Tobacco:** Smoking, Vaping, or tobacco use on campus is a violation of the Tobacco Free UM Policy and of this Student Code of Conduct.
2. **Alcohol:** Use, possession, or distribution of intoxicants, including alcohol, in the buildings or on the grounds of the University of Montana except as expressly permitted by law or University policy is prohibited. Alcoholic beverages may not, in any circumstance, be used by, possessed by, or distributed to any person under twenty-one (21) years of age.
3. **Drugs:** Use, possession, manufacture, distribution or sale of narcotics or dangerous drugs as defined by city, state or federal laws. This includes mind-altering drugs, designer drugs or synthetic substances used as a substitute for a controlled substance, except as expressly permitted by law or University policy. This also includes the abuse, distribution, or improper use of prescription drugs.

F. Firearms, Explosives, and Weapons Offenses:

1. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on University premises, or use or storage of any such item, even if legally possessed, in a manner that harms or threatens the safety of others. Weapons and explosives can include, but are not limited to air, BB, paintball, facsimile weapons and pellet guns, fireworks, ammunition, and dangerous objects such as arrows, axes, machetes, nun chucks, throwing stars, or knives with a blade of longer than four (4) inches.

G. Illegal and Disruptive Conduct:

1. **Disruptive Behavior:** Substantial disruption or obstruction normal University or University-sponsored activities, including but not limited to studying, teaching, research, administration, disciplinary proceedings, or fire, police, or emergency services.
2. **Violation of federal, state or local law** on University premises or at University sponsored activities; violation of published University policies, rules or regulations.
3. **Acting to impair, interfere with or obstruct the orderly conduct, processes and functions of the University**, including but not limited to:
 - a. Use of amplification systems on the campus outside of University buildings except with written permission of Event Services.
 - b. Failure to comply with directions of University officials acting in the performance of their duties.
 - c. Failure to comply with any authorized Student Code of Conduct sanction(s)/condition(s).
 - d. Causing, inciting or participating in any disturbance that presents a clear and present danger to self or others, causes physical harm to others, or damage and/or destruction of property on University premises.
4. **Interfering with the lawful freedom of expression of others** on University premises or at University-sponsored activities.

H. Theft / Misuse of Property:

1. **Stolen Property:** Theft or attempted theft of property or services or knowingly possessing stolen property on University premises or at University-sponsored activities.
2. **Defacing, tampering, damaging, or destroying University property** or the property of any member of the University community.
3. **IT and Acceptable Use:** Unauthorized or illegal use of the University's telephone system, mail system, computers, or computer network, or use of any of the above for any illegal act.
4. **University IT Policy:** A violation of the END USER LICENSE AGREEMENT, found online at: https://www.umt.edu/sait/policies_documentation/end-user-license-agreement.php

I. Other Conduct Issues

1. **Fire Safety:** Violation of local, state, federal, or campus fire policies, including but not limited to:
 - a. Intentionally or recklessly causing a fire which damages University or personal property or which causes injury;
 - b. Failure to evacuate a University-controlled building during a fire alarm;
 - c. Improper use of University fire safety equipment; or
 - d. Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on University property. Such action may result in a local fine in addition to University sanctions.
2. **Wheeled Devices:** Skateboards, roller blades, roller skates, bicycles, electronic hover boards, and similar devices are not permitted to be ridden inside University buildings. Bicycles are not permitted inside University buildings for storage, except as allowed in the residence halls and family housing by UM Housing policy. Additionally, skateboards and other wheeled items may not be operated in a dangerous or reckless fashion, or on railings, curbs, benches, or any such fixtures that may be damaged by these activities. Individuals may be liable for damage to University property caused by these activities. Failure to yield to pedestrians or failure to abide by traffic laws/rules on campus is considered a conduct violation.
3. **Animals:** Animals, with the exception of service animals and authorized assistance animals, are not permitted in campus buildings or on campus without a leash. Not cleaning up after animals on campus is also a conduct violation.
4. **Abuse of Conduct Process:** Abuse or interference with, or failure to comply with, University process including conduct and academic integrity hearings, including but not limited to:
 - a. Falsification, distortion, or misrepresentation of information;
 - b. Failure to provide, destroying, or concealing information during an investigation of an alleged policy violation;
 - c. Attempting to discourage an individual's proper participation in, or use of, the campus conduct system;
 - d. Harassment (verbal or physical) and/or intimidation of a member of a campus conduct body prior to, during and/or following a campus conduct proceeding;
 - e. Failure to comply with the sanction(s) imposed by the campus conduct system;
 - f. Influencing, or attempting to influence, another person to commit an abuse of the campus conduct system.

5. **Arrest:** Failure of any student to accurately report the student's arrest by any law enforcement agency to the Office for Community Standards within seventy-two (72) hours of for any violent, sexual, or felony crime that occurs on University premises, at University sponsored activities, or off-campus. A felony crime is a crime for which more than one year in prison may be imposed.
6. **Other Policies:** Violation of other published regulations, rules, or policies as stated in Article VII of this Code.

J. General Misconduct in the Classroom:

1. Faculty members at the University of Montana have the independent authority to exclude a student from any class session in which the student displays disruptive behavior that threatens the learning environment and/or safety and well-being of others in the classroom.
2. If circumstances warrant dismissal from a class session for behavior reasons, the faculty member may contact the Office of Community Standards immediately following the class to discuss the situation and make a determination about whether Student Code of Conduct charges will be initiated.
3. The student remains eligible to return to the next class session, unless interim action prohibiting class attendance is imposed per Article VI of this Code.
4. The faculty member maintains the authority to remove the student from any future class session during which the student is disruptive.
5. The student may be suspended permanently from a class upon recommendation of the Dean of the college or school offering the class in accordance with the disciplinary procedures outlined in the section below.

Procedures for General Misconduct:

A. Overview: This overview gives a general idea of how the University of Montana's campus conduct proceedings work, but it should be noted that not all situations are of the same severity or complexity. Thus, these procedures are flexible, and are not exactly the same in every situation, though consistency in similar situations is a priority. The campus conduct process and all applicable timelines commence with notice to an administrator of a potential violation of University of Montana policy or other rules.

1. Once notice or a report is received from any source (victim, RA, 3rd party, online, UMPD, etc.), the Office for Community Standards (OCS) or UM Housing conduct officials may proceed with a preliminary investigation and/or may schedule an initial educational meeting/conference with the responding student to explain the conduct process to the responding student and gather information.
2. Incidents involving alleged violations of the Student Code of Conduct that occur within any of the Housing areas are investigated and adjudicated by designated UM Housing staff.
3. Incidents that occur outside of the housing areas are investigated and/or adjudicated by the Office for Community Standards. In some instances, incidents that occur off campus will be investigated and/or adjudicated by the Office for Community Standards. Serious cases with potential sanctions of Suspension or Expulsion from the University will be referred directly to the Office for Community Standards, regardless of where they originate.

B. Procedures:

1. A referral is made to the Office for Community Standards or designated UM Housing official. The designated staff member receiving the referral will begin a preliminary investigation to determine if an alleged violation has occurred. If a determination is

- made that no violation occurred, then the referral is closed. If the determination is made that an alleged violation may have occurred, then the investigation continues.
2. A student or students will be notified via their student email account that a report has been received and their attendance to discuss this report is requested. The student will be presented with the alleged charge(s) that are being investigated as well as their rights through the conduct process. This is known as the Preliminary Meeting for the conduct process.
 3. At this time, the student can choose to meet with a hearing officer to discuss the report and what evidence they have to share. This meeting is known as the Findings Meeting.
 - a. The Findings Meeting must occur within five (5) working days of the Preliminary Meeting unless alternate arrangements are made that are agreeable to both parties.
 - b. During the Findings Meeting, the student will have the opportunity to review relevant evidence and have an opportunity to respond to the evidence and potential charges. The student will also have the opportunity to present additional evidence or witnesses if applicable. Both parties are allowed to ask questions of each other and seek clarification.
 - c. If the student does not show for the Findings Meeting, the charges are accepted as outlined in the notice letter and appropriate sanctions will be imposed. The student is notified of the findings and the sanctions (if applicable) and loses the right for further appeal.
 4. After completing the Findings Meeting, the hearing officer will then complete their investigation and determine if there is a violation of the Code of Conduct or not, as well as impose appropriate sanctions.
 5. The Hearing Officer summarizes the findings and recommended sanctions (if applicable) in a Case Adjudication Letter (Findings Letter) that is sent to the student via their student email account. This letter includes findings for each individual charge, a statement of evidence that informed that decision, and a list of recommended sanctions.
 6. Except for interim action that may be taken by the University, disciplinary sanctions are not imposed until the final resolution of the charges or until the deadline for a final appeal has passed.

C. Student Response to Findings Outcome:

1. The student has three (3) options in response to the outcome of the Findings Letter:
 - a. To accept the findings and the sanctions issued;
 - b. To not accept the findings and/or the sanctions issued and commence the appeal process; or
 - c. To not respond at all. The student has five (5) working days to respond to the Findings Letter after being issued.
2. If the student signs the Findings Letter that they are accepting the outcome, the case is closed, and sanctions are imposed. A copy of the letter is kept on file by the Office for Community Standards and a copy is given to the student.
3. If the student does not accept the Findings Letter or sanctions, the student can request the case be transferred to the next appellate authority. The student also needs to submit a statement indicating their reason for appealing. (See criteria for Appeal in section...)
4. If the student chooses not to sign or respond to the Findings Letter within five (5) working days, the findings and sanctions are accepted, and the student loses the right to appeal the case further. This letter is kept on file by the Office for Community Standards and a copy is provided to the student.

D. Sanction(s) Imposed by the University for General Misconduct:

1. Sanctions for violating the Student Code of Conduct under the University of Montana Student Code of Conduct may include one or more of the following:
 - a. **Disciplinary Warning:** The student is warned that further misconduct may result in more severe disciplinary sanctions.
 - b. **Disciplinary Probation:** The student may continue attending the University but is subject to restrictions and/or conditions imposed by the University for a specified period of time. Further violation of the Code while under disciplinary probation will result in more severe sanctions including the possibility of expulsion.
 - c. **Suspension:** The student is separated from the University for a specified period of time and may also be excluded from participation in University-sponsored activities. *A sanction of suspension requires approval by the Vice Provost for Student Success.*
 - d. **Expulsion:** The student is permanently separated from the University and may also be banned from any University-owned or -controlled property or events. *A sanction of expulsion requires approval by the Vice Provost for Student Success.*
 - e. **Restitution:** The student is required to make payment to the University and/or another person or entity for actual financial loss resulting from a Student Code of Conduct violation.
 - f. **Withholding or Revocation of a Degree:** A degree is withheld, or a previously awarded degree is rescinded. This sanction may be imposed when a person who is no longer enrolled is found to have violated the Code during the time of enrollment (see Article I, Section B “Definitions of Student”).
 - g. **Other Sanctions:** In addition to or in place of the above, other sanctions may be imposed such as eviction from University housing, restriction or banning from certain on-campus facilities, restriction or prohibition from attending campus events or participating in campus activities, and requirements to attend and complete classes, programs, workshops, and/or counseling sessions. Details of the terms of the sanction will be provided to the student in writing.
2. **Committing any act prohibited by this Code may result in suspension or expulsion from the University unless specific and mitigating factors are present.** Potential mitigating factors include:
 - a. The attitude of the student;
 - b. Disciplinary history;
 - c. The nature of the offense; and
 - d. The severity of any damage, injury, or harm resulting from it.
3. **Readmission:** Readmission to the University after suspension for general misconduct is dependent upon the student's compliance with the conditions of the suspension and the student's fitness to return to the campus community. These decisions are made by the Office for Community Standards upon consultation with appropriate campus officials and/or community members. In some cases, appropriate documentation may be required for readmission. Upon readmission, the student may be placed on disciplinary probation for a designated period of time with required conditions and expectations of behavior.

Appropriate University officials will be notified of Student Code of Conduct findings and/or sanctions imposed. Repeated or aggravated violations of this Code may result in more severe disciplinary sanctions than any individual violation might warrant.

Appeals Procedure for General Misconduct:

If a student wants to appeal the findings and/or sanctions of a case, they have the right to do so as long as it is based on one of the following criteria:

1. A procedural error; the hearing officer did not follow procedure in conducting the initial meetings;
2. New evidence or witness has been discovered since the findings meeting was held; or
3. Excessive sanctions are issued in relation to the behavior or violation in question.

If a student feels one of more of these criteria exist, they should submit a statement online via Maxient stating their case. This statement will be reviewed by the Office for Community Standards to ensure at least one of the criteria is met and then initiate a meeting for the student and the appeal hearing officer. The appeal process follows:

1. UM Housing conduct is appealed to the Office for Community Standards.
2. Office for Community Standards conduct is appealed to the Vice Provost for Student Success.
3. If the student wants to appeal the decision of the Vice Provost for Student Success, the case is transferred within five (5) working days to the University Conduct Board. There may be times that the appeal will be sent to an impartial hearing officer if the University Conduct Board cannot be convened in a timely manner, such as semester breaks or summer.

University Conduct Board:

- A. Composition:** Members of the University Conduct Board are appointed by the President of the University. At the beginning of each academic year, a pool of Conduct Board members is selected, and members are trained for the responsibilities associated with this duty. The Conduct Board is comprised of undergraduate and graduate students nominated by ASUM, faculty members nominated by the Executive Committee of the Faculty Senate, and staff members nominated by the Staff Senate. Oversight and management of the Conduct Board is provided by the Office of the Executive Vice President/Provost and training is provided by the Office of General Counsel.
 1. Student members of the Board are appointed for one-year terms. Faculty and staff members are appointed for two-year terms. One of the faculty appointees is elected by the other members of the University Conduct Board to serve as the Chair.
 2. Each Board assembled to hear a particular case is comprised of seven (7) members total: (a) three undergraduate students, (b) one graduate student (c) two faculty members (one of whom is the Chair), and (c) one staff member.
 3. No member of the University Conduct Board may hear a case if the member is closely associated personally or professionally with the respondent, the complainant, the person who referred the case, or any other relevant party. A Conduct Board member is expected to raise the issue of stepping down whenever any potential reason for disqualification becomes known.
 4. The respondent and complainant (if applicable) will be notified of the membership of the Conduct Board that will hear the case in advance and may assert grounds for disqualification of any particular Board member to the Chair of the Conduct Board

up until three (3) working days prior to the date of the hearing. The Chair has the discretion to accept or reject a request for a disqualification based on the facts presented.

B. University Conduct Board Hearings: The following individuals may participate in the University Conduct Board Hearings:

1. **Chair of the University Conduct Board:** The Chair of the hearing is a faculty member selected by the other Conduct Board members. The role of the Chair is to lead the proceedings, exercise control, and ensure that the hearing proceeds in an orderly and just manner.
2. **University Conduct Board Members:** The Conduct Board consists of six (6) students, faculty, and staff members (in addition to the Chair) who are trained to hear cases involving alleged violations of the Student Code of Conduct.
3. **Respondent (and a support person and/or attorney if desired):** The respondent is the student accused of violating the Student Code of Conduct. The respondent may be accompanied at the hearing by a support person or an attorney. If the student chooses to bring an attorney, the role of the attorney is limited to advice, consultation, and guidance to the respondent; the attorney may not have a speaking role in the hearing.
4. **University Official (or designee) to present the University's case:** The Vice Provost for Student Success will designate an appropriate University official, staff member, law student, attorney, or other designee to present the case to the Conduct Board on behalf of the University.
5. **Complainant (if applicable, and a support person or an attorney if desired):** In cases involving a complaint of one student against another student, the student who brings forth the allegation is the complainant. The complainant may attend the hearing and serve as a witness for the University. The complainant may also be accompanied by a support person or an attorney at the hearing. If the complainant chooses to bring an attorney, the role of the attorney is limited to advice, consultation, and guidance to the complainant; the attorney may not have a speaking role in the hearing.
6. **Witnesses (if applicable):** Both the respondent and the University may choose to call witnesses who have information relevant to the case to assist in the presentation of their respective cases. Witnesses may include other students, faculty or staff members, police officers, friends, family members, expert witnesses, community members, and/or character witnesses. Witnesses may appear and participate at the University's discretion.

C. Pre-Hearing Notices:

1. **Notice of the Hearing:** When proceedings have been transferred to the University Conduct Board, the Chair of the Board, in consultation with the Office for Community Standards (or designee), schedules a date and time for the hearing. The Chair provides notice to the respondent and the complainant (if applicable) of the date, time, and place of the hearing. The hearing will occur at least five (5) working days after the date of this notice unless an alternate arrangement is made that is agreeable to all parties.
2. **Presenter of the University Case:** The Vice Provost for Student Success will identify and designate an appropriate person to present the case for the University. This person may be a University official, staff member, law student, attorney, or other designee. The respondent and complainant (if applicable) will be notified of the identity of this person at least three (3) working days before the hearing.

3. **Notice of Participation of Attorneys:** If the University should elect to present its case through an attorney, the respondent may be granted an extension of up to five (5) working days to obtain an attorney if desired after being notified that the University case will be presented by an attorney. If the respondent intends to be accompanied by an attorney, the respondent must provide written notice to the Office for Community Standards (or designated official) at least three (3) working days before the scheduled date of the hearing so the University may also make arrangements to have an attorney present.

D. Hearing Proceedings

1. **Hearings are Closed to the Public:** To protect the privacy rights of student participants, hearings are generally closed to the public. An open hearing may be held at the discretion of the Chair if requested by the respondent, if agreeable to the complainant (if applicable), and if there are no apparent overriding individual privacy issues.
2. **Elements of the Hearing:** Although the exact structure and flow of each hearing may vary, in general, University Conduct Board hearing proceedings will include the following:
 - a. Hearing are recorded at University expense. This is the official recording to the hearing. Other recordings of the hearing are not permitted.
 - b. Introduction of all parties
 - c. Statement of the charges against the respondent
 - d. Presentation of the University's case, including an opening statement, evidence, and any witnesses
 - e. Presentation of the respondent's case, including an opening statement, evidence, and any witnesses
 - f. Opportunities throughout for the respondent to ask questions, for the University presenter to ask questions, and for Conduct Board members to ask questions
 - g. Closing statements
 - h. Conduct Board deliberations (all parties other than Board members are excused)

E. Additional Characteristics of Conduct Board Hearings:

1. Formal (legal) rules of evidence do not apply.
2. The Chair determines the admissibility of any evidence presented including witness testimony, rules on all procedural issues, and may put in place additional procedural rules during the hearing consistent with this Code. Any of the Chair's rulings may be overruled by a majority of the Conduct Board members.

F. Conduct Board Deliberations and Decisions:

1. The deliberations of the Conduct Board will include two distinct phases:
 - a. **Findings:** Whether the student violated any standard(s) of the Code of Conduct.
 - b. **Sanctioning:** Appropriate sanction(s) should the student be found in violation.
2. The Board is charged with rendering a decision about findings and/or sanctions within five (5) working days after the close of the hearing. All votes are by majority rule and the Chair has a vote in all cases.
3. The Board develops a written decision that includes:
 - a. Findings for each specific charge;
 - b. A statement of the reasons for the decision(s); and

- c. A description of the sanctions (if applicable).
4. The Board's written decision is provided to the respondent, the Office for Community Standards, and the Vice Provost for Student Success for review. In cases involving student complainants, notification of the Board's decision is also made to the complainant consistent with this Code and constraints of individual privacy rights of the respondent.

G. Failure to Appear for a University Conduct Board Hearing: A respondent who fails or refuses to appear after proper notice of a University Conduct Board hearing is considered to have waived their rights to be heard by the Board. In this case, the University will find the student to be in violation of the Code of Conduct as charged and will impose the disciplinary sanctions specified in the statement of charges. Sanctions of suspension or expulsion require approval of the Vice Provost for Student Success.

H. Hearing Officer Option: If a case is transferred to the University Conduct Board during a time when the Board will not be able to hear the case within a reasonable period of time (e.g. between semesters, during the summer, during other academic breaks), the President of the University (or designee) may, when it appears to be in the best interest of the University and/or the student(s) involved, appoint an impartial Hearing Officer to conduct the hearing following the general procedures described in this Code.

The student may seek further administrative review by the Commissioner of Higher Education and the Board of Regents pursuant to Montana University System Policy and Procedures Manual, 203.5.2.

ARTICLE VI: INTERIM ACTION

The University reserves the right to take necessary and appropriate interim action to protect the safety and well-being of the campus community.

A student may be temporarily suspended from the University, evicted from University Housing, prohibited from being on campus property, restricted or prohibited from campus events, and/or restricted in other ways by the Office for Community Standards or designee pending University disciplinary proceedings.

If there is evidence that the student's continued presence on campus, at certain activities, or at certain locations, constitutes a threat to others or to the continuance of normal University operations, or if a student is facing criminal charges, interim suspension, eviction, and/or restrictions may be imposed effective immediately and without prior notice.

Right to Hearing: In cases of interim suspension, eviction, or restriction, the student may appear before the Vice Provost for Student Success, within five (5) working days from the effective date of the suspension or eviction to discuss the following:

1. The reliability of the evidence against the student.
2. Whether the alleged conduct and surrounding circumstances reasonably indicate that the student's presence on campus constitutes a threat to others or to the continuance of normal University operations.

The Vice Provost for Student Success will determine if the interim action will continue.

ARTICLE VII: OTHER UNIVERSITY POLICIES, RULES, AND STANDARDS

Students at the University of Montana may be subject to additional University policies, regulations, rules, and/or professional and ethical standards that supplement the Student Code of Conduct. These include but are not limited to the following:

A. UM Housing Student Conduct Program:

1. Students who reside in the Residence Halls or the apartment communities of University Villages or Lewis and Clark Village, are also subject to the conduct requirements set forth in the UM Housing Handbook. UM Housing staff are hereby delegated responsibility for investigating and adjudicating allegations that involve violations of the UM Housing Handbook and may impose sanctions related to a student's use of the housing areas.
2. All allegations of violations of the University's Code of Conduct reported to UM Housing Staff will be promptly referred to the Executive Director of Housing and Community Standards. In such cases, the Executive Director of Housing and Community Standards may delegate the investigation and adjudication to the UM Housing staff. When such matters are delegated, the investigation and adjudication shall be conducted in accordance with the procedures of this Code.
3. The Executive Director of Housing and Community Standards will coordinate the delegated UM Housing Conduct Program and will work closely with the Assistant Director of Community Standards to assure consistency.
4. All regulations are available from UM Housing Office or online at:
 - a. Lewis and Clark Village- <http://www.umt.edu/housing/lcv/policies.php>
 - b. University Villages- <http://www.umt.edu/housing/uv/policies-UV/default.php>
 - c. Residence Halls- <http://www.umt.edu/housing/rh/policies/default.php>

B. Department of Athletics:

1. Student athletes are also subject to the Department of Intercollegiate Athletics conduct requirements found in team rules, NCAA policies, and the Student-Athlete Code of Conduct. The Director of Athletics, or designee, will coordinate the Student-Athlete Code of Conduct for alleged violation of departmental conduct requirements and may impose sanctions related to a student's participation in intercollegiate athletics.
2. The Director of Athletics will refer allegations of violations of the University's Code of Conduct to the Associate Director of Community Standards for processing under the Code of Conduct. Additional University sanctions by the Associate Director of Community Standards may be in addition to, or in lieu of, the process outlined in the Student-Athlete Code of Conduct.
3. Regulations are available online at:
https://gogriz.com/sports/2015/3/3/GEN_2014010118.aspx

C. Fraternity and Sorority Involvement:

1. Students participating in Greek life are also subject to the mutual relationship agreement. The Fraternity and Sorority Involvement Director (or designee) will coordinate the mutual relationship agreement for alleged violation of departmental conduct requirements and may impose sanctions related to a student's participation in Greek life.
2. The Fraternity and Sorority Involvement Director will refer allegations of violations of the University's Code of Conduct to the Associate Director of Community Standards for processing under the Code of Conduct. Additional University sanctions by the Associate Director of Community Standards may be in addition to, or in lieu of, the process outlined in the mutual relationship agreement

D. Student Organizations

1. Students participating in student organizations are also subject to the ASUM constitution and bylaws. The ASUM Senate will coordinate the ASUM Constitution and Bylaws for alleged

violation of organizational conduct requirements and may impose sanctions on the student organization.

2. The ASUM Senate will refer allegations of violations of the University's Code of Conduct to the Associate Director of Community Standards for processing under the Code of Conduct. Additional University sanctions by the Associate Director of Community Standards may be in addition to, or in lieu of, the process outlined in the ASUM constitution or bylaws.

E. Responsible Conduct of Research

1. This policy establishes an administrative process for dealing with misconduct in research and creative activities, or allegations thereof, so that the integrity of research conducted, or services provided at the University of Montana are maintained, and to provide assurance to federal agencies that the University of Montana is in compliance with federal regulations for institutional oversight of misconduct.
2. Procedure available from the Office of the Vice President for Research and Development. It may also be found online at: <http://www.umt.edu/research/compliance/RCR/default.php>

F. Discrimination, Harassment, Sexual Misconduct, Stalking and Retaliation

1. Students are also subject to the Discrimination, Harassment, Sexual Misconduct, Stalking, and Retaliation Policy. Available from the University's Title IX Coordinator and the Office for Community Standards or online at: <http://www.umt.edu/policies/browse/personnel/discrimination-harassment-sexual-misconduct-stalking-and-retaliation>
2. **Discrimination Grievance Procedures:** Available through a link in the policy, or at <http://www.umt.edu/eo/investigation/grievance-procedures.php>

G. Drug and Alcohol Policies

1. Students are also subject to the Drug and Alcohol policies. This policy explains the requirements for possessing, consuming, selling and serving alcohol on University of Montana property, and at University of Montana events. This policy is applicable to both on-campus and off-campus events. Available from the Office for Community Standards or the University of Montana Police Dept.

H. Professional Program Standards

1. Students participating in professional programs may also be subject to departmental or program specific codes of conduct. Please see your academic program, college, school or department for more information.

I. Responsible Use of Electronic Communications Policy, University System Policies, and UM Policies Related to Student Use of IT Resources

1. Students are also subject to the various policies related to student use of IT resources.
2. These policies are available from the Office of Information Technology or online at: <https://umt.teamdynamix.com/TDClient/KB/?CategoryID=8741>

J. University Property Use and Access Procedure

1. Students must use University property in accordance with the University Property Use and Access Procedure.

K. Vehicle and Traffic Regulations

1. Students are also required to follow vehicle and traffic regulations. These regulations are available from the University of Montana Police Dept or online at: <https://www.umt.edu/police/parking/Vehicle%20Regulations/default.php>

University of Montana Code of Conduct – Adoption & Revisions

Adopted May 1985

Revised August 1987, August 1988, May 1993, May 1998, March 2000, August 2013

Current Revision – August 24, 2018

DRAFT

From: Matt Egloff
To: Faculty Senate
RE: Proposed change to FSH
Date: 2-11-2020

Per the current FSH:

304 POLICY FOR CHANGING FACULTY/STAFF HANDBOOK

Changes in the Faculty/Staff Handbook can come as new or changed policy from the Board of Regents, or may be proposed by faculty members, the Faculty Senate, staff, or the Administration.

Proposed changes will be discussed in open meetings with the affected parties and the Administration before recommendations are forwarded to the Chancellor. Normally, all institutional policies are reviewed by the Chancellor's Cabinet, Dean's Council, and ASMT. Additionally, the Faculty Senate reviews matters pertinent to their responsibilities.

All proposed changes directly involving academic issues will be carried in writing, either by a faculty member, the Faculty Senate, or by the Administration, to the Faculty Senate and followed by a discussion in a faculty meeting. A recommendation will require an affirmative vote at a general faculty meeting.

The Chancellor must approve all changes to the Faculty/Staff Handbook. It is expected that the Chancellor will discuss with the affected parties the reason for disapproval of a proposed change or insertion of new items to the Faculty/Staff Handbook. (Policy approved at May 6, 1992 Faculty Meeting.)

305 POLICY MATTERS PRESENTED AT FACULTY MEETINGS

Any motion that affects policy matters concerning academic affairs, or matters of interest to the faculty, must be presented to the faculty at least 48 hours prior to the Faculty Meeting. (Faculty action taken January 6, 1977.)

Those in attendance will constitute a quorum, given that there has been proper notification of the meeting and that it occurs during the normal academic year.

Proposed change (existing language in italics, change underlined and not italic)

223 ACADEMIC DEPARTMENT HEADS AND DEANS

...

223.1.3 ADMINISTRATIVE RESPONSIBILITIES

The Department Head is the leader of the department and is expected to show leadership in all areas of concern to the department faculty and staff. That leadership is measured in terms of the success of the students, faculty and staff and programs under the department's umbrella.

In particular the Department Head is responsible for:

- *Reviewing the performance of department faculty in the areas of teaching, service and research in a manner described by the Faculty/Staff Handbook;*

- *Developing with the faculty a closed loop assessment plan with goals, objectives and feedback process that ensures continuous improvement of the program;*
 - *Developing an annual department budget request for consideration by the Dean, for modifying the budget based on funds allocated, and for administering the expenditure of funds so as not to exceed allocations;*
 - *Assigning teaching duties equitably to the department's faculty in such a manner as to take the greatest advantage of their individual expertise, interests and abilities;*
 - *Scheduling of classes and the arrangement of the teaching schedule in a manner that avoids intra and inter-department conflicts between required courses and allows faculty adequate time blocks to prepare for instruction, carry out research and serve the Institution and the community.*
-
- Department heads shall make a list of classes which the faculty members in their respective departments are qualified to teach. Qualification shall be based upon education and experience of the faculty member, and prior experience teaching those courses. Qualified faculty members may teach classes under the authority of other departments. The lists shall be provided to the department's Dean.
 - Newly hired junior faculty (assistant professor or instructor I) in their first year shall not be assigned to teach more than 6 credit hours in each of their first two semesters.
 - To develop additional teaching expertise or new courses, a department head shall reduce a faculty member's teaching load by a minimum of one (1) credit for every one (1) credit of a course not previously taught by a faculty member, or to allow a faculty member to develop a new course. This reduction in teaching load shall take place in either the previous semester or within three semesters previous to the new class being taught or offered by the faculty member. The reduced teaching load shall be used to provide the faculty member time to develop teaching expertise or to develop courses.
 - Department heads shall not assign faculty members to teach classes outside of their respective areas of expertise. If a department lacks faculty expertise to offer required or elective courses, the department head shall find qualified faculty in other departments, or find and hire qualified adjunct faculty, and endeavor to hire additional full time regular faculty with the necessary expertise. Elective course may be suspended if no qualified faculty are available to teach them.
 - Department heads shall first meet with faculty of their respective departments to discuss and arrange teaching assignments no later than October 10th of the Fall semester for the subsequent Spring semester, and no later than March 10th of the Spring semester for the subsequent Summer and Fall semesters. Classes shall be assigned to faculty no later than November 1st of the previous year for the following Spring semester, and no later than April 1st of the same year for the following summer and fall semesters. There will be financial penalties to departments to deter late changes and additions to teaching assignments to regular full time faculty as follows:
 - The net addition of new teaching assignments to regular full time faculty made after November 1st for the subsequent Spring semester, or made after April 1st for the subsequent Summer or Fall semesters, shall result in the faculty member being paid an additional \$1000 per net additional credit hour for lecture courses and \$2000 per net additional credit hour for laboratory courses which meet for 100 minutes or more.

- The addition of any new teaching assignments to regular full time faculty made after December 1st for the subsequent Spring semester, made after May 1st for the subsequent Summer semester, or made after August 1st for the subsequent Fall semester, shall result in the faculty member being paid an additional \$2000 per credit hour for lecture courses and \$4000 per credit hour for laboratory courses which meet for 100 minutes or more.
- The addition of any new teaching assignments to regular full time faculty made after December 15th for the subsequent Spring semester, made after May 15th for the subsequent Summer semester, or made after August 15th for the subsequent Fall semester, shall result in the faculty member being paid an additional \$3000 per credit hour for lecture courses and \$6000 per credit hour for laboratory courses which meet for 100 minutes or more.
- If a department head, or an employee in authority over the department head has directed a department head to make additional or improper teaching assignments to a faculty member as an act of retaliation against that faculty member, it is cause for removal from their position and other appropriate disciplinary action.

- *Reviewing and, when necessary, revising the department's portion of Montana Tech's catalog and schedules of classes;*
- *Recruiting new faculty. These responsibilities include, but are not limited to, development of a position announcement in concert with the department's faculty, formation of a search committee, review of the search committee's recommendation(s), and recommending a candidate for the position to the Dean.*
- *Insuring that each tenure track (probationary) faculty member is evaluated by the department's tenured faculty annually. The results of the evaluation, as well as the Department Head's own evaluation, should be conveyed to the faculty member and to the Dean of the Institution in a timely manner.*
- *Insuring that published guidelines for applications for tenure and promotion are followed and that applications are processed in a timely manner;*
- *Insuring the quality of student advising in the department;*
- *Hearing disputes or complaints regarding any aspect of the department's performance;*
- *Selecting, supervising and evaluating staff assigned to the department, such as laboratory directors and administrative assistants; and*
- *Maintaining orderly records of department meetings, curriculum changes and other official department business.*