



Montana State University-Bozeman

Fifth-year Interim Report
for Reaffirmation of Accreditation
Submitted: September 24, 2004

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Accreditation Liaison: Dr. Joseph Fedock
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Northwest Commission on Colleges and Universities

Fifth-Year Interim Report, 2004

In 1999, the full-scale evaluation report of the visiting committee for regional accreditation made five specific recommendations. Since then, Montana State University-Bozeman has undergone significant purposeful change in a number of areas, which will be described in this report. Some of these changes relate directly to recommendations made by the visit teams, while others have been initiated as a result of our ongoing assessment and strategic planning efforts. We also anticipate that processes described in this report will continue to shape MSU-Bozeman and that even more changes can be expected over the next five years.

The recommendations are summarized below. We then include, in Part A, descriptions of the specific actions that we have taken in response to those recommendations and acknowledge those areas that we are still working on. We then describe, in Part B, other institutional changes organized by the nine standards.

Recommendation 1: "...that the MSU-Bozeman administration work with the Montana Board of Regents and the Commissioner of Montana Higher Education to take actions to clarify relationships among the MSU affiliates...."

Recommendation 2: "...that MSU-Bozeman engage in a full and inclusive process, involving all elements of the campus community, focusing on the nature of its mission and the changes that increased research emphasis is creating."

Recommendation 3: "...that MSU-Bozeman administration, working with the regents and Commissioner, address the competitive salary problem for MSU-Bozeman senior leadership positions."

Recommendation 4: "that MSU-Bozeman develop a formal and open linkage between its planning and budget efforts...."

Recommendation 5: "that MSU-Bozeman needs to more effectively organize, coordinate, and deliver special students and academic services for students enrolled in off-campus degree programs and credit courses...."

PART A

Actions taken regarding recommendations.

Recommendation 1:

The Evaluation Team recommends (Standard 6.A and 6.B) that the MSU-Bozeman administration work with the Montana Board of Regents and Commissioner of Montana Higher Education to take actions to clarify relationships among the MSU affiliates. Also, we recommend that MSU-Bozeman work with the Regents and the Commissioner to ensure that MSU-Bozeman does not bear financial and administrative burden of the management of both MSU-Bozeman and the MSU affiliates. In addition, the Team recommends that the Board, Commissioner, and MSU administration develop criteria to determine what management functions are centralized and what are decentralized. Finally, the Team recommends that the MSU administration along with the Regents and Commissioner explore the problems associated with development of new programs and courses within MSU. It is recommended that the institution provide a progress report to the Commission in written format by December 1, 2001.

The review team noted both in its recommendations (above) and in its conclusions, as issues of concern, several areas that might fall under the heading of ambiguity relating to the lines of responsibility and authority in the management of the MSU campuses. The team worried particularly about the responsibility that might be born by the Bozeman campus for the financial problems experienced by one or more of the affiliate campuses. Additionally, the team was concerned that the Board and the Bozeman leadership develop clearer understandings, for all the MSU campuses, of those functions that would be the responsibility of the Bozeman campus and those that would fall to the affiliated campuses.

In 2001, the Board of Regents and the Commissioner of Higher Education engaged an outside evaluator to review the progress and status of the 1994 re-structuring of the Montana University System. This document, which can be viewed at

<http://www.montana.edu/wwwbor/RestructuringFinalReport2000.htm>,

was referenced in the October, 2001 MSU-Bozeman Accreditation Progress Report, a copy of which is **Attachment A**. This report addresses those aspects of Recommendation 1 that deal with the delineation of MUS, MSU, and individual campus authority, responsibility, and autonomy in areas of policy development and implementation in both academic and administrative realms. The grid that was developed, as a result of the outside evaluation, is still in use as a guide in the administration of the four-campus university. It is updated periodically or as circumstances warrant. A copy of the current "Governance and Management Responsibilities" grid is included as **Attachment B**. MSU is in the process of creating a Vice President for Inter Campus Affairs to enhance the management and communication among the four campuses.

The elements of Recommendation 1 that concern ambiguity in the fiduciary responsibility of the Bozeman campus for any budgetary misfortunes on any of the other MSU campuses still exist. The 200 series of the MUS Policies and Procedures Manual, available at

<http://www.montana.edu/wohelp/borpol/bor200/bor200.html>,

outlines the governance and management responsibilities of the Commissioner of Higher Education, the President of Montana State University, and the CEOs of the individual campuses.

The description of duties and responsibilities in this series continues to paint a fairly clear line of responsibility and reporting structures. The Board is the hiring authority for the CHE, the President of Montana State University and the Chancellors, the latter on the advice of the University President. Additionally, despite the fact that the funds to all MSU campuses in Billings, Great Falls and Havre are allocated directly from the Board and the Commissioner, bypassing the President, the responsibility for the management and stewardship of those funds is clearly within the purview of the President. As such, the President exercises review and approval authority over the submission of all operating budgets and budget requests from the MSU campuses.

The reality of this governance arrangement, as it impacts the movement of funds among campuses, is not substantially different under the 1994 restructuring than it was prior to re-structuring. In both cases, if one campus of the MUS encounters financial difficulty, the University System has the ability to re-direct funds from other campuses to ensure the viability of each campus. Under the current structure, the Bozeman campus is looked to as a backstop for the MSU campuses, more for its ability to attract non-resident students and the higher tuition they pay and the greater flexibility that tuition creates than for the fact that its President is the CEO of Montana State University.

During fiscal year 2004, the Bozeman campus directed over \$800,000 to the other MSU campuses. The bulk of these funds were awarded through sustainability grants intended to create the capacity for each campus to be successful in the long term. Those projects are currently underway and will be evaluated as they reach conclusion in 2005. Relief was also granted to other campuses through the absorption by the Bozeman campus of \$100,000 in central costs for running the four-campus University. Finally, the Bozeman campus historically allocated mandatory fee waiver funds to more accurately reflect their actual use, causing a flow of some \$300,000 to the other MSU campuses. Forty-five percent of these funds came from appropriated sources and the remainder from other campus sources.

Recommendation 2:

It is recommended (Standards 1.A, 1.B, 4.B, 5.A.2, 7.A, 7.B) that MSU-Bozeman engage in a full and inclusive process, involving all elements of the campus community, focusing on the nature of its mission and the changes that increased research emphasis is creating. This process should result in an academic and financial plan detailing how the university will obtain and provide resources adequate to meet its mission. Analysis should focus in part on the roles of undergraduate and graduate education in MSU-Bozeman's changing environment.

The process of examining our institutional mission and vision began in 2001 with the introduction of an entirely new planning and budgeting process developed by President Gamble. This led, in turn, to a review of our mission and vision statements in fall of 2001. In subsequent budgeting cycles, all those seeking support for new initiatives have been required to articulate how those initiatives will support our mission and vision. An even more comprehensive process began in late summer 2003 in which the campus developed a five-year vision document, which attempts to provide a comprehensive view of what a successful Bozeman campus will look like five years from now and is expected to guide budgeting decisions over the coming years.

A New Planning and Budgeting Process

President Gamble continues to emphasize the importance of shared governance at Montana State University-Bozeman and that emphasis has had a significant impact on our planning and budgeting processes. In a recent published statement President Gamble said:

At Montana State University-Bozeman, we recognize the important relationship between broad participative governance and the education of students that graduate with the knowledge and skills to be informed, productive, and contributing citizens of Montana and the Nation. Shared governance at our University is a dynamic set of processes, which provide a critical foundation that actively supports the University's two primary functions: the creation and dissemination of knowledge. Input from all campus constituencies, the faculty (Faculty Council), professional employees (Professional Council), classified staff (CEPAC), and students (ASMSU), provides advice, direction, and perspective to the institution's administrative leadership about issues, policies, and procedures that impact the direction and quality of the University's instruction, research/creative activity, and service programs.

This commitment to shared governance translates into a very open planning and budgeting process. In February of 2001, President Gamble introduced a new planning and budgeting concept to the MSU Bozeman campus. At the center of the new concept is the University Planning, Budget & Analysis Committee (UPBAC). A primary goal of UPBAC is to establish a direct and permanent link between MSU's planning and budgeting efforts, and to operate in a manner that is open to and inclusive of the entire campus community. The following is a list of key concepts that make UPBAC an invaluable resource for senior leadership:

- Campus-wide representation
- Decisions made in a data-rich environment;
- Decisions focused on strategic priorities;
- Identification of measures that can serve as effective assessment tools;
- Demonstration of our willingness to be held accountable for our decisions and actions by providing the public access to our plans, progress and outcomes;
- An exit strategy, in the event the implementation of our plans is not successful.

The UPBAC web page can be viewed at:

<http://www.montana.edu/upba/index.html>

Details about UPBAC membership and charge are found in our response to Recommendation 4, which also involves planning.

Other key participants in the planning and budgeting process

President's Executive Council

The PEC is a council comprised of individuals that are direct reports to the President, which includes four Vice Presidents, Executive Assistant to the President, Special Assistant to the President, Assistant to the President, Legal Counsel, Director of University Relations, Executive Director of Planning and Analysis, Director of Alumni, Director of Affirmative Action, and the Director of Internal Audit. The PEC advises the President, when requested, on matters such as 1) enrollment, revenue, and expenditure projections; 2) emerging issues and/or strategic initiatives with fiscal impacts; 3) their Deans and Directors budget requests; and, 4) the implementation of the balanced budget proposal from UPBAC.

Deans' Council

These 14 academic administrators meet with the Provost and Vice President of Academic Affairs on a regular basis, and serve as the Provost's primary source of advice on academic issues, including related fiscal matters.

Strategic Planning Committee

The SPC is a committee that the UPBAC formed in spring 2002. It is comprised of representatives from all sectors of the University community, including faculty, students, classified employees, professional employees, administrative employees, department heads, and the community. This committee is advisory to UPBAC, with the role of maintaining the five-year horizon on the institution's strategic plan and of assessing ongoing strategic initiatives and recommending new initiatives to the UPBAC.

Enrollment Management Committee

The EMC is an ad hoc group convened by the Vice President for Student Affairs comprising the Vice President for Administration and Finance and directors of university offices dealing with student enrollment. This group is responsible for predicting the number of new and transfer students for the coming year and reviewing the resultant FTE projections that are developed by the Office of Planning and Analysis.

Budget Office

This office is responsible for 1) coordinating the budget development process; 2) preparing all budget development documents; 3) projecting revenue levels; 4) implementing the final July 1 budget; and 5) monitoring actual FTE, revenues, and expenditures throughout the year.

Office of Planning and Analysis

When President Gamble arrived at MSU he reorganized the Office of Institutional Research to create a more forward-looking Office of Planning and Analysis led by the newly created position of Executive Director of Planning and Analysis. The office is responsible for providing the data, expertise, analyses, and staffing necessary to support the University's planning, institutional research, and assessment committees and processes. Significant reports for UPBAC include the Key Performance Indicators (KPIs), which track instructional expenditures, enrollments, personnel, majors, and degrees granted by each academic department, and the Delaware Studies (DI and DII) comparing MSU academic departments to the same academic departments at similar institutions nationwide.

New Vision and Mission Statements

On September 10 and 11, 2001 the University held a retreat to develop new mission and vision statements. The assembled group comprised members of the University Planning, Budget & Analysis Committee plus additional representatives from many constituencies to ensure broad representation. A consultant was hired to guide the process of developing draft mission and vision statements. Following the retreat, which ended abruptly because of the tragic events of that day, the draft documents were widely circulated for comment to all campus constituents. In addition, the Office of the President sponsored a public forum. After some final polishing to the original document, MSU-Bozeman adopted the following University Vision and Mission statements:

Montana State University–Bozeman Vision Statement:

Montana State University will be the university of choice for those seeking a student-centered learning environment distinguished by innovation and discovery in a Rocky Mountain setting.

The mission of Montana State University is:

- To provide a challenging and richly diverse learning environment in which the entire university community is fully engaged in supporting student success.
- To provide an environment that promotes the exploration, discovery, and dissemination of new knowledge.

- To provide a collegial environment for faculty and students in which discovery and learning are closely integrated and highly valued.
- To serve the people and communities of Montana by sharing our expertise and collaborating with others to improve the lives and prosperity of Montanans.

In accomplishing our mission, we remain committed to the wise stewardship of resources through meaningful assessment and public accountability.

This new vision underscores our shared commitment that research and education, far from being competing entities, should in fact be viewed as synergistic activities. This is particularly emphasized in the theme and structure of CORE 2.0 (see details in Standard 2), our new general education curriculum, which emphasizes knowledge creation and requires that all students complete a research/creative experience as part of their undergraduate degrees.

Concurrent with the development of our new mission and vision statements, MSU-Bozeman adopted a totally new budgeting process, to deal with shifting demands.

A New Strategic Planning Effort

The UPBAC planning and budgeting process is a dynamic one that involves several interwoven phases in each annual cycle. We expect that the full process will require some time to mature. Initially, the committee focused most of its attention on budgeting activities and the short-term issues associated with an annual budgeting process. Then, in late summer of 2003, the committee began a comprehensive strategic planning process. This began with a strategic visioning exercise where UPBAC and other institutional leaders answered the question "If we are successful, what will MSU-Bozeman look like in five years?" The output from that meeting ultimately evolved through a series of public meetings and presentations into the "MSU-Bozeman, Five Year Vision Document". The document can be viewed at:

<http://www.montana.edu/upba/vision/fiveyearvisioncover.html>

The Five Year Vision Document is divided into six different but often overlapping areas: 1) Student Body, 2) Faculty and Staff, 3) Curriculum, 4) Research and Creativity, 5) Partnerships and Outreach, and 6) Physical, Technical, and Financial Infrastructure. In places, the description includes specific numerical goals. In other places, changes to or extensions of current policies and practices are indicated. The description is not all encompassing, but it does represent a fairly general, comprehensive view of what a successful Bozeman campus will look like five years from now.

Beginning in the summer of 2004, we entered into a tactical phase of our planning and have nearly twenty different ad hoc committees generating proposals for tactics that will move the institution in the directions identified in the strategic vision document. These tactics will ultimately be presented to UPBAC for their consideration.

As stated previously, one of the tactical committees will focus specifically upon the research and creativity aspirations outlined in the Five Year Vision Document. That committee, which has broad-based representation from the campus community, is sensitive to the impacts that increased research emphasis is having upon the mission of the university. It is anticipated that their recommendations to UPBAC will be based upon extensive campus input, and that UPBAC will also have full and inclusive discussions of these recommendations.

The roles of undergraduate and graduate education in the future will also be subject to analysis by a tactical committee associated with the Five Year Vision Document. The portion of the document entitled

“Curriculum” presents seven vision statements that address these roles. An inclusive process of discussion and subsequent recommendations regarding this topic will then be presented to UPBAC.

Recommendation 3:

The Evaluation Team recommends (Standard 6.C.9) that the MSU-Bozeman administration, working with the Regents and Commissioner, address the competitive salary problem for MSU-Bozeman's senior leadership positions.

At their March 2004 Budget Committee meeting, the Montana University System Regents requested a study of compensation be conducted. The study is being conducted by the Commissioner's Office staff with the help and cooperation of staff on the MUS campuses. The results of the study will be reported at the September 2004 Board of Regents' meeting. The study uses CUPA data to compare faculty salaries by rank and discipline at each MUS institution to salaries at institutions within the same Carnegie classification. Administrative salaries are compared to national averages using a similar methodology and again using College and University Professionals Association (CUPA) data. Classified employee salaries are compared to similar job classes in Montana using Montana Occupational Employment Statistics (OES) data. The study also looks at selected benefits although comparative data are difficult to identify and the flexibility in health coverage plans makes them inherently difficult to compare. The Regents requested this study to help them understand the compensation issues with the MUS. They have not committed to any specific course of action based on the outcome of the study.

In the last five years, the following senior administrative positions have been filled with high quality individuals, which provides evidence that salary issues, though still present, are not preventing us from attracting highly qualified people to these positions.

GAMBLE, GEOFFREY

President
Ph.D. Univ of California-Berkeley 1975
M.A. California State U-Fresno 1971
B.A. California State U-Fresno 1965

DOOLEY, DAVID M

Provost & Vice President for Academic Affairs
Ph.D. California Inst of Technology 1979
B.S. Univ of California-San Diego 1974

ROLOFF, CRAIG

Vice President for Administration & Finance
M.Ed. Montana State Univ-Bozeman 1991
B.S. Iowa State University 1970

STEELE, DOUGLAS

Vice Provost & Director, Extension
Ph.D. Texas A&M Univ-College Station 1992
M.S. West Texas A&M University 1985
B.S. Oklahoma Panhandle St Univ 1981

YOUNG, GREGORY D

Vice Provost for Undergraduate Education
Ph.D. Univ of Michigan-Ann Arbor 1987
M.M. Univ of Michigan-Ann Arbor 1983
B.S. University of Western Ontario 1982

HYMAN, LINDA E

Vice Provost for Health Sciences
Director, WWAMI Program
Ph.D. Brandeis University 1988
M.S. Brandeis University 1984
B.S. SUNY at Albany 1978

RIMPAU, JIM

Executive Director for Planning and Analysis
B.S. Colorado State University 1974
M.S. Virginia Polytechnic Institute 1977
Ph.D. University of Nevada-Reno 1987

JACOBSEN, JEFFREY S

Dean of Agriculture
Ph.D. Oklahoma State University 1985
M.S. Colorado State University 1982
B.S. Calif Polytechnic State Univ 1979

BANCROFT, JERRY A
Dean of Arts & Architecture
M.Arch. University of Washington 1971
B.Arch. Univ of Southern California 1968

MARLEY, ROBERT J
Dean of Engineering
Ph.D. Wichita State University 1990
M.S. Wichita State University 1987
B.S. Wichita State University 1983

SEMENIK, RICHARD J
Dean, Professor of Marketing
College of Business
Ph.D. Ohio State University 1976
M.B.A. Michigan State University 1971
B.B.A. Univ of Michigan-Ann Arbor 1970

STEEN, SARA J
Dean of Letters & Science
Ph.D. Bowling Green State University 1978
M.A. Ohio State University 1974
B.S. Bowling Green State University 1970

NICHOLS, ELIZABETH
Dean of Nursing
D.N.S. University of California 1974
M.A. Idaho State University 1989
M.S. University of California 1970
B.S. (Nursing) San Francisco State College 1969

PETER FIELDS
Director of Athletics
M.S. The United States Sports Academy 1987
B.S. University of Maine, Presque Isle 1979

Recommendation 4:

It is recommended (Standards 1B, 7A) that MSU-Bozeman develop a formal and open linkage between its planning and budgeting efforts in a way that provides clear opportunity for all interested members of the university community to understand and participate in shaping the institution's priorities and future. It is recommended that the institution provide a progress report to the Commission in written format by December 1, 2001.

A description of the new planning and budgeting process is included in the response to Recommendation 2. At the center of this process is the University Planning & Budget Analysis Committee (UPBAC). This committee includes representation from faculty, professional staff, classified staff, students, and the community. The work of the committee is published regularly on our web site as well as being routinely reported in the *Bozeman Daily Chronicle*. In addition to all regular meetings being open (and often attended by interested observers), UPBAC sponsors one or more open fora each year to present summaries of its work to the broader campus community and consider input from that community.

The UPBAC is a 23-member committee, comprised of representatives from all sectors of the University and public community. It includes the vice presidents; academic deans, two representatives from Faculty Council; and, one representative each from ASMSU (student government), the Classified Employees Committee, Professional Employees Council, Local Executive Committee (Bozeman community member), and the MSU Foundation. The committee is advisory to the President for planning and budget matters, and is charged with the responsibility for 1) setting priorities; 2) establishing Key Performance Indicators for evaluation of programs; 3) soliciting budget proposals from departments; 4) preparing a preliminary budget proposal for discussion with the campus and public community; and, 5) ultimately crafting and proposing to the President, a balanced budget which reflects, as best possible, the University's mission, goals, obligations, strategic initiatives, and constituent priorities. UPBAC's meetings are public meetings and are often attended by representatives of the local media. Minutes are posted on the UPBAC web site. The openness and public nature of this committee has served to remove much of the mystery that surrounded the former budget process.

The UPBAC membership roster can be viewed at:

<http://www.montana.edu/opa/coms/upbac.html>

Recommendation 5:

The Evaluation team recommends (Standard 2.6.o) that MSU-Bozeman needs to more effectively organize, coordinate, and deliver special student and academic services for students enrolled in off-campus degree programs and credit courses, especially those offered through distance learning. These services should address student needs such as general advising, registration, admissions, technology assistance and other types of support in modes and times that are convenient and accessible for working adults with time and other constraints. Specific responsibility for developing, organizing, and providing these services needs to be designated.

In its distance education offerings, MSU-Bozeman focuses primarily on programs rather than individual courses. As such, the responsibility for academic support, including advising, resides with the program directors. The Burns Telecom Center (BTC) does provide the organizational structure and technical and pedagogical support for these programs. It also provides technical support for students and faculty teaching via any of the distance learning technologies the BTC offers. The goal of the BTC is to support a best-practices model for faculty development to maintain the same standards and levels of student service to our off-campus students as we provide for our on-campus students. Two central initiatives designed to address this recommendation have been taken: the development of a single on-line point of entry for distance programs and student services; and a set of guidelines for new programs.

On-line Support for Distance Learning

With the support of BTC staff, MSU-Bozeman last year created a single point of entry for all distance education programs, which can be viewed at

<http://www.montana.edu/distance/>.

This site contains links to all distance learning programs, information for both students and faculty, descriptions of technical requirements, library information designed specifically for distance students, contact information, and an extensive FAQ page. The BTC is responsible for maintaining and updating this site for current programs, policies, and procedures.

Guidelines for Distance Delivered Courses, Programs, and Degrees

These guidelines (see **Attachment C**) are a direct response to Recommendation 5 in our last accreditation report, and are designed to make clear the responsibilities and expectations for all distance delivered instruction. The guidelines are based on the NWCCU Distance Learning standards. Colleges or departments responsible for distance delivered programs must address how they will meet these expectations. New programs will be expected to use these guidelines in the planning and implementation of any new programs delivered all or in-part through the use of distance learning technologies.

PART B

Questions related to other institutional changes.

Standard 1 – Institutional Mission and Goals, Planning and Effectiveness

Montana State University-Bozeman's new mission and vision statement were described in Part A in response to Recommendation 2. The specifics of our new planning process were described in responses to Recommendation 2 and Recommendation 4.

Standard 2 – Educational Program and Its Effectiveness

Changes in Requirements for Graduation

Each catalog cycle results in changes to departmental requirements within majors. The most important campus-wide change that has been made is the introduction of our new core curriculum, called CORE 2.0.

CORE 2.0

Commendation 4 in our last accreditation report stated: "We commend the university's persistent pursuit of improving of the Core Curriculum's coherence and substance. In particular, we commend the planning and implementation of a new Core and the broad vision it embodies." At the time of the accreditation visit, we were in the second year of a two-year grant funded by the William and Flora Hewlett foundation. Given the successes achieved during that first granting period, but recognizing the scope of the work left to be done, the foundation awarded MSU-Bozeman a second two-year grant to conduct a pilot implementation of the new curriculum.

In the academic years 2001-2002 and 2002-2003, incoming students were allowed to select our traditional core curriculum or our pilot curriculum called the Montana Learning Community (MLC). This pilot curriculum, the details of which can be found at

<http://www.mlc.montana.edu/courses.html>,

allowed us to experiment in a more complete way with curricular elements we hoped to include in our new core for every student. Although one of the key elements of the MLC—team-taught *Ideas and Perspectives* courses—proved to be less successful than we had hoped and was ultimately deemed unsustainable, this experiment did lead to the development of *Inquiry* courses, which are a key element of the new core curriculum, called CORE 2.0. Key elements from the MLC that were retained in the final design of our new curriculum include freshman seminars and authentic research/creative experiences for all students.

This fall, we have fully implemented CORE 2.0 for the entire campus. The details of the curriculum are found at

<http://www.montana.edu/core2/overview.html>,

including specific and detailed learning objectives for each core category. Highlights of this new curriculum include the following:

University Seminars – Seminars, designed for first-year students and taught in small classes, provide an introduction to college studies aimed at expanding students' intellectual interests, improving critical thinking and communication skills, and creating a community of learners. Under Core 2.0 we are expanding our seminar offerings to make these available for all incoming freshmen.

Diversity Courses – Core 2.0 introduces for the first time a separate diversity course requirement. Unlike our old core in which courses carried a global/multicultural designation as an add-on, we now treat diversity as a separate category with a much better defined set of expectations.

Inquiry Courses – The central goal of every Inquiry course is to provide students with an understanding of the methods used to discover and create the factual and theoretical knowledge of the discipline. Each course examines particular issues in the discipline while exploring its methodological and theoretical foundations.

Contemporary Issues in Science Courses – Contemporary Issues in Science (CS) courses, in natural science or technology, examine the ways in which science contributes to the study of significant problems in the contemporary world, and help individuals make informed decisions about these issues.

Research and Creative Experience – The Research & Creative Experience builds on the competencies students have developed in the foundation courses. These experiences are not limited to a student's major field of study and incorporate a range of authentic experiences from traditional one-on-one mentoring to group Research and Creative Experience courses. This is certainly the most ambitious component of our new core curriculum and it demonstrates MSU's commitment to fully integrate the research and education functions of the university.

With the introduction of this new curriculum, the majority of previously approved core courses had to be redesigned to meet the new criteria and had to go through a rigorous application process to be included in Core 2.0. Faculty steering committees, to conduct these reviews, were established in the *Inquiry*, *Diversity*, *Contemporary Issues in Science*, and *Research and Creative Experience* categories.

New Undergraduate Programs, Discontinued Programs, and Changes

All new, discontinued and changed programs are detailed in the table that follows. Because of its broad impact, we include additional details about our new Liberal Studies degree.

Liberal Studies

In the summer of 2001, the College of Letters and Science launched an initiative to explore the possibility of developing a Liberal Studies program. Department heads in L&S and other campus leaders were consulted. Two key points emerged from these preliminary discussions: A Liberal Studies degree would serve the interests of students wishing to pursue a broader course of study than was offered by any of our existing degree programs, and such a program would have to be academically rigorous.

A Liberal Studies degree task force was constituted in October 2001, and charged with making specific recommendations regarding a Liberal Studies degree at MSU. The task force held two open fora to which all students and faculty were invited, the first in November 2001, the second in October 2002. The suggestions and concerns expressed at the public fora and at other meetings with campus leaders played a key role in shaping the recommendations of the task force, including the proposed program of study.

The degree is described in our catalog at

<http://www.montana.edu/wwwcat/programs/libstud.html>.

In addition, a summary chart is included as **Attachment D**.

Based on the positive recommendation of MSU's Undergraduate Studies Committee, the Liberal Studies degree was proposed to the Board of Regents and approved at its November 2003 meeting. With its introduction this fall, there are about 20 students in the 3-credit Liberal Studies freshman seminar and an additional 20 in the advanced 1-credit seminars. Interest in this program is at least as great as was anticipated. During introduction, the Assistant Vice Provost for Undergraduate Education is chairing the Liberal Studies Advisory Committee and serving as interim director. Once the size of the program is better understood, a faculty director will be sought.

History of Degree Programs Program Approvals 1999 - 2004

Degree	BOR Approval
Minor - Military Studies	May-04
MS/PhD - Neuroscience	Mar-04
BA - Liberal Studies	Nov-03
Master of Public Administration (jointly w/ MSU-Billings)	Jul-03
PhD - History	Jul-03
Minor - Microbiology	May-03
Minor - Anthropology	May-03
Option - History of Science, the Environment, Technology, & Society under BA in History	May-03
Option - Snow Science under BS in Earth Science	Mar-03
Minor - Global Studies	Nov-02
PhD - Earth Science	Nov-02
Certificate - Complex Biological Systems	Nov-02
Option - Clinical Nurse Specialist under Master of Nursing Degree	Sep-02
Option - Paleontology under BS in Earth Science	Jul-02
PhD - Animal and Range Science w/ 2 options	May-02
Minor - Coaching Science	May-02
Option - Equine Science under BS in Animal Science	May-02
Option - Liberal Arts Studio under BA in Art	May-02
Certificate - Masters Plus Certification under M.Ed	Jan-02
2001	
Minor - Management of Information Technology	Nov-01
BS - Cell Biology & Neuroscience w/ 2 options	Nov-01
Certificate - Post-Master's Family Nurse Practitioner	Nov-01
Minor - International Business	Nov-01
Minor - Entrepreneurship and Small Business Management	Nov-01
PhD - Computer Science	Nov-01
Option - Ecology & Evolution under Biological Sciences	Nov-01

Option - Family Financial Planning under MS in H&HD	May-01
Option - Civil Engineering under PhD in ENGR	Mar-01
Option - Industrial Engineering under PhD in ENGR	Mar-01
Option - Mechanical Engineering under PhD in ENGR	Mar-01
Minor - Japan Studies	
MFA - Science and Natural History Filmmaking	May-00
BA - Music	May-00
Convert BFA in Art to include Graphic Design and Studio Arts	May-00
	Mar-00
Minor - Museum Studies	
MA - Native American Studies	Nov-99
Combine - 2 options in Animal Science into 1 option, Livestock Mgmt & Industries	Nov-99
Merge - 5 options under H&HD into 1 option, Family & Consumer Sciences	Nov-99
	Jun-99

**History of Degree Programs
Program Terminations 1999 - 2004**

Degree	BOR Approval
MS - Master's of Project Engineering Management (MPEM)	Jan-04
Public Administration program	May-03
Option - Studio Teaching under Music	May-00
Communication Option & Minor under BS in Psychology	May-99

**History of Degree Programs
Program Name Changes 1999 - 2004**

Degree	BOR Approval
Option under BS in Ag Ed change to Agricultural Relations	2004 May-04
BS in Industrial & Management Engineering to BS in Industrial Engineering	2003 Jun-03

Dept. of Chemical Engineering to Chemical & Biological Engineering	May-03
Option under MS in H&HD from Food & Nutrition to Exercise & Nutrition Sciences	Sep-02
Option under MS in H&HD from Health Exercise & Wellness to Health Promotion & Education	Sep-02
Option under PhD ENGR from Chemical & Materials Engineering to Chemical Engineering	Mar-01
Dept. of Plant Sciences to Plant Sciences and Plant Pathology	Jul-00
Adult, Community and Higher Education program to Adult & Higher Education	Jan-99

Changes at Graduate Level

Electronic Theses and Dissertations (ETD)

In January of 2003, the College of Graduate Studies (CGS) at Montana State University formed an ETD Task force to prepare the graduate program for the transition to electronic submission of theses and dissertations. Based on the recommendations of the task force, the College of Graduate Studies devoted the necessary resources to develop the necessary software, Web site, and instructions to students that would allow a pilot ETD program to be launched in fall semester, 2003. The program has proven to be widely accepted and technically trouble-free. At the end of spring semester, 2003, forty seven theses and dissertations had been submitted electronically. By the end of summer session, 2004, an additional forty ETDs will be posted to the Web site. Beginning in fall semester 2004, electronic submission of theses and dissertations will be required but that paper submissions will be accepted in special cases. The site is receiving an average of 220 hits per day (as of August 12, 2004).

Electronic Student Files

The College of Graduate Studies has completed, as of August 31, 2004, the process of converting all student files to electronic format. This conversion assures redundant backup and allows concurrent access to a given student's file for multiple CGS staff. As an added benefit, electronic storage is much cheaper and less space consuming than paper documents.

Electronic Submission and Review of the Application for Admission

The CGS set up an electronic application process about four years ago and it is steadily becoming the process most used by students for application submission. However, the CGS still prints applications, attaches additional documents (reference letters, scores) and forwards files to departments for review. In fall semester, the CGS will be moving to an all-electronic application review process in which paper documents will be scanned and a complete electronic application file will be sent to departments for review.

Inter-Institutional Graduate Programs

Since the last accreditation visit, MSU has become quite involved in multi campus, inter-institutional graduate programs. At present, we have two programs within the state and three national programs. These programs are:

Cooperating Institution	Program	MSU Involvement
University of Montana	Ph.D. in Neuroscience	Shared faculty via Access Grid
MSU-Billings	Masters of Public Admin	MSU faculty teach in Billings
Eight Northwest Universities	Subsurface Science (PhD)	Member of INRA Consortium
Ten nation wide universities	Family Financial Planning	Member of GPIDEA Consortium
Five Northwest Universities	Science Teaching (PhD/EdD)	Lead Institution on NSF Grant

The Ph.D. in Neuroscience is a Montana Board of Regents approved degree program on both campuses. MSU delivers courses to students at the Missoula campus via the Access Grid Network (AGN) interactively and in real time. Missoula faculty deliver courses to MSU the same way. Each program is independent, has independent requirements for completion of the degree and students work with mentors at their home campus during their doctoral research.

The Masters of Public Administration degree is BOR approved at the Bozeman campus but is recognized as a joint program between the two campuses. Billings students take some courses from Billings faculty and some from Bozeman faculty who commute to Billings during the semester; the diploma carries the names of both institutions.

The Inland Northwest Research Alliance (INRA), a national earmark program funded by the Department of Energy (approximately \$10M through FY 05), involves Montana State University and seven other regional institutions. Students in the program are enrolled as Ph.D. students at their home campuses in departments that include Earth Sciences, Geology, Land Resources and Environmental Sciences, Environmental Sciences, and Civil Engineering. The eight universities have developed two, three-credit core courses and three elective courses, and have equipped all eight institutions with a classroom and electronics to allow faculty to deliver the courses in real time through a video switch at Washington State University. Information about INRA can be found at www.inra.org.

MSU is one of the original ten land grant universities involved in the Great Plains Interactive Distance Learning Alliance (GPIDEA). Students in the program are registered in the degree program at their home institution (Family Financial Planning for MSU students) and take their content courses by distance delivery. Internships and thesis research and preparation are done in conjunction with faculty advisors on their home campus. Information about the GPIDEA can be found at www.gpidea.org.

The NSF-funded inter-institutional program Center for Learning and Teaching in the West (CLTW, see the Web site www.cltw.org) involves Montana State University, the University of Montana, Portland State University, the University of Northern Colorado, and Colorado State University. This is not a degree program, but each institution has developed a strand of two or three courses that are distance-delivered to students at other institutions. Students are enrolled in science or education departments on their home campus, complete the Ph.D. degree requirements in their home department, and take an additional 27 credits of CLTW developed courses to complete the program.

Educational Program Outcomes Assessment of Student Achievement

Following our last accreditation visit, the university's Assessment and Outcomes (A&O) committee reviewed and revised MSU's assessment policy and procedures with the following goals:

1. To more clearly articulate the goal of assessment as providing critical information for ongoing program improvement.
2. To make clear that the role of the A&O committee is to ensure that all departments are engaged in meaningful assessment activities and are acting upon the results. The committee does not ask departments to share data that could be potentially harmful.

3. To emphasize the importance of faculty involvement in designing, conducting, reviewing, and acting upon the results of department-based assessment.
4. To allow those units already conducting meaningful assessment as part of discipline-based accreditation requirements to make significant use of that work in meeting university requirements.

MSU's new Student Outcomes Assessment Policy and the associated Assessment Guide for Departments are included as **Attachments E and F**. Assessment plans are available at

<http://www.montana.edu/wwwprov/assessment/AssessmentPlans.htm>.

Currently, three members of the A&O committee are reviewing each plan independently. These reviews will be combined, discussed, and then forwarded to the department. If necessary, departments will respond to the recommendations and provide updated assessment plans.

The critical element in our new process is the expectation for annual updates providing evidence not just of data gathering, but also of substantive faculty involvement in reviewing data and acting upon it. Departments are not required to share detailed assessment data (to encourage gathering the most meaningful data) but must provide evidence that the data is being gathered and is being used to close the assessment loop. This will be the emphasis over the next few years.

Senior Exit Survey

The A&O committee continues to oversee our senior exit survey. At the time of our last accreditation visit, we were in the process of moving from a pencil and paper instrument to an electronic, adaptive survey taken over the web. This has now been fully implemented. The survey comprises three main components: teaching and learning questions, which focus on students' broad experiences; department specific questions for majors and non-majors, which are supplied by the respective departments in support of their assessment efforts; and university services (currently the Student Union, computer services, Financial Aid, and the Library) in support of their assessment efforts. The data is compiled into reports by staff in the Provost's Office and then forwarded to the respective college, department, or service representatives. Starting this year, both university wide and college specific data are provided.

Despite significant advertising, including posters, direct e-mail, and flyers included in graduation packs, the response rate remains at about 300/year, which is about what we had with the paper survey. This is an issue on which the A&O committee needs to work. There has been some discussion of making this a requirement, but there has been no agreement on logistics.

General Education Assessment

The process that led to the development and implementation of CORE 2.0 relied heavily on ongoing assessment and revision. In fact, a number of the initial proposals for a newly designed core curriculum were either significantly revised or abandoned as a result assessment. An overview is provided in the annual reports for this project, which can be accessed at

<http://cls.wilson.montana.edu/hewlett/index.html>.

Detailed assessment reports for each year are available upon request. The introduction of CORE 2.0 has been accompanied by a new management structure for general education. The CORE 2.0 Committee (C2C) is charged with providing broad faculty leadership for the core curriculum as a whole. The detailed work associated with the individual core areas is the responsibility of associated faculty steering

committee (whose chairs are members of C2C). In addition to reviewing and making recommendations on course proposals and conducting faculty development, faculty steering committees are also responsible for managing assessment of their respective core areas. The first assessment will be conducted in fall 2004.

External Accreditation

Many of our programs are accredited by outside agencies. Listings of those agencies as well as the outcomes of recent accreditation visits are found in **Attachment G**.

Standard 3 – Students

Enrollment

The student body at Montana State University has grown 3.3% since the 1999 Northwest Accreditation review. In 1999 there was a headcount of 11,753 students enrolled in the Fall Semester, and in the Fall of 2003 we had 12,135 students enrolled. Due to the competitive nature of marketing to attract qualified students, the University administration allocated extra funding for student recruitment, and approved the hiring off an outside enrollment consultant. This action has been successful in attracting out of state freshmen. Additional marketing efforts have also helped keep the in-state enrollment stable even though Montana's high school population is declining. Plans are currently underway to build new space for Admissions and Enrollment Services functions in the Strand Union. It is anticipated that this move will occur within three to four years.

The table below compares all the data reported in the 1999 report to values for Fall 2003 (as Fall 2004 data is not yet finalized). The most notable trend, beside overall growth, is the declining percentage of out-of-state students. In terms of head counts, this decline is about 200 students.

	Fall 1998	Fall 2003
Head Count	11,746	12,135 (increase of 3.3%)
Working toward first bachelor's degree	87.4%	85.8%
Graduate Degree	7.9%	9.4%
Non-degree	4.7%	4.8%
Out-of-state Students	27.3%	24.5%
Students age 25 and over	23.4%	23.5%
Female/Male	45% / 55%	46% / 54%

Retention

Student retention also has become a high priority for both the Student Affairs Division and the University. The Office of Retention has been elevated to the Dean of Students office and a comprehensive first-year program (First Year Initiative) has been successfully implemented to promote student success by facilitating a smooth transition into the university environment. The office identifies students at risk for leaving utilizing the nationally-normed College Student Inventory (CSI) and, based on the outcome of the inventory, seeks to intervene directly with those students demonstrating the highest potential for success and the highest need for intervention. Additionally, staff of FYI/Retention program endeavor to meet

with each incoming, first-year student in an individual or small group meeting to return and review the CSI scores. Since the inception of the program, the rate of retention at the university has remained about three percentage points higher than it was prior to the program. In the spring of 2004, the president included retention as a key component of the five-year vision document for the university. As a result, the director of retention has partnered with the assistant vice provost for undergraduate education and several other faculty members to develop a university-wide plan for retention with the goal of further improving the retention of first-time students on campus. Among the many variables that this plan seeks to mitigate in terms of improving retention are: continued difficulties with rising tuition costs and limited scholarships available; and developing more competitive financial aid packages. This year the Administration committed to awarding incentive scholarships to attract academically high achieving new students. From an institutional retention perspective, this new allocation configuration will not only attract excellent students but will help maintain the enrollment/retention levels needed to support the financial requirements of the institution efficiently.

Registrar and Enrollment Services

The Registrar and Enrollment Services office has made great strides to utilize and enhance the technology (Banner software) implemented in 1999. Students now have full web access to registration and grades, in addition to financial information and other pertinent academic information related to course offerings and degree programs. The IT staff is now implementing a new Web portal so students can develop personalized access to all MSU information, both curricular and non curricular. Work continues on the degree audit program, but because of the change to CORE 2.0 (new general education requirements) this process is not complete.

Disability, Re-Entry and Veteran Services

MSU Disability, Re-entry, & Veteran Services has continued to invest in technology to better support the students we serve, whether disabled, non-traditional, or veterans. In the disability field, great advancements have been made in adaptive equipment and software technology, Disability, Re-entry, & Veteran Services staff keep current on these improvements and try to implement changes as needed. Since the last accreditation visit, Disability, Re-entry, & Veteran Services has had one (1) complaint filed through the U.S. Department of Education Office of Civil Rights (OCR) alleging violations by Disabled Student Services (DSS) of the rights of a person with a disability; after an intensive investigation, officials from OCR found no violations of the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973.

Current enrollment of students with disabilities continues to increase. In 2002, DSS found 112 students eligible under the ADA for academic accommodations, in 2003-2004 DSS numbers increased to 162. DSS has changed its policies to be more "user friendly" for students, along with asking them to fill out an application for services to allow for better tracking of students.

Family and Graduate Housing

Since 1999 Family & Graduate Housing has added a "Community Development Coordinator" position to promote a more positive living environment for residents. This individual is responsible for overseeing the newly developed Community Assistant Program, which consists of 12 Community Assistants (akin to RAs in the Residence Halls). A second administrative associate position has been developed to assist with guest suite housing and administering mold remediation issues. The office has migrated its administrative housing and accounts receivable system to the SCTSunguard Banner product.

Career Services

The Director of Career Services no longer oversees the Office of Community Involvement; the position is now a split appointment with the Family & Graduate Housing Office. Since 1999, the Career Services Office has added a Student Employment Coordinator (position is funded through the Bozeman Job Service) and has broadened its career-counseling component with an additional .5 FTE. The office now sponsors two additional career fairs for students in the College of Education and the College of Agriculture. Career Services & Student Employment coordinated to develop a centralized internship program for non-academic internships.

Intercollegiate Athletics

Athletics at Montana State University has continued to be very competitive in all sports in the NCAA and Big Sky Conference, despite great financial limitation. The program has had difficulty in remaining within its budget, and controversy arises with the campus community when funds are needed to assist Athletics in balancing their annual budget. Efforts from Athletics to seek out other sources of funds in ticket sales and fund raising have been proposed in an effort to meet the rising financial cost to support the level of competition that the University wishes to maintain. In 2002 the NCAA accreditation review of Athletics complimented the management of the program in all aspects. Student athletes continue to represent the University well in their respective sports and have also done well academically, maintaining a higher GPA on average than the overall student body.

Intramurals/Recreation

Recreation Sports has built and equipped a 6,000 square foot weight room and remodeled the old weight room into a cardio vascular area, adding over 20 stations to the cardio area. We have also installed broadcast vision to the stations with headphones in each station.

Strand Union

The Strand Union continues to serve as the community center of the MSU campus. Recent traffic counts show that, during the academic year, we have a Monday through Thursday traffic count of 11,000 people per day. This number drops to 9,000 on Fridays and substantially less on the weekend. The numbers are very high and we feel fortunate to have this kind of use. We are currently in the design stage of planning for a \$12,000,000 addition and remodel project. This project is not expected to be complete until some time in 2007. The project will enhance our ability to serve our constituency and will add the New Student Services function to the Strand Union Complex. All in all, the Strand Union is a vibrant and active entity and we are pleased to be able to offer a wide array of services and facilities to the campus.

Emergency Preparedness

In 2001, the Division of Student Affairs assumed responsibility for emergency preparedness planning and coordination for Montana State University. MSU is actively conducting risk and vulnerability assessments of physical and operational infrastructure, and will soon begin assessing administrative operations to establish both individual division and system-wide business continuity plans. In 2004, MSU organized a Community Emergency Response Team (CERT) with grant funding from state and county Disaster and Emergency Services (DES) and the state Citizens Corps. MSU-CERT hopes to train and certify up to 400 MSU staff and faculty in a long-term, sustained program, which will also be exported to the community and other MSU campuses. In 2003, MSU supported the creation of the Montana University System Emergency Response Coordinator position (formally established April 2004) in the Office of the Commissioner of Higher Education (OCHE) and provides offices and administrative support

to this Homeland Security grant-funded position. With the assistance of the MUS-ER Coordinator, MSU has begun the process of improving the readiness posture of all of its campuses.

Standard 4 – Faculty

Montana State University-Bozeman has adopted four new policies that have significantly affected tenurable faculty (excluding changes in procedure or clarification of existing policies):

1. Establishment of a Post-Tenure Review Process – Faculty developed and the administration approved a process whereby “two consecutive ‘unsatisfactory’ performance ratings on a faculty member’s annual review initiates an assessment of the faculty member’s most recent annual review by the faculty member’s primary formal review committee and, if deemed appropriate by this committee, a Post-Tenure Review. The details of this policy are contained in the faculty handbook at

http://www2.montana.edu/policy/faculty_handbook/fh600.html#618.00

A flowchart describing the Post-Tenure Review process is appended as **Attachment H**. While the policy stresses remediation and improvement, there exists the real possibility of the revocation of tenure and termination of the faculty member.

2. Definition of Workload – Montana State University-Bozeman’s Faculty Workload Policy was developed with the following two goals held foremost:
 - To ensure that the teaching, research/creative activity, and service responsibilities of both the faculty and the University are met with commitment and excellence as they reflect the comprehensive land-grant mission of Montana State University-Bozeman.
 - To provide opportunity for growth and professional contribution for all. Tenure-track faculty should expect fairness in opportunity for professional and career development and for promotion within the University.

Workload is defined individually for each faculty at the department level to serve the mission and responsibilities of their college and department and to best utilize the strengths and interests of that faculty member. The complete policy can be viewed at

http://www2.montana.edu/policy/faculty_handbook/fh400.html#480.00.

3. University Sponsored Research Appointments – Although this is currently an interim policy, through it the University recognizes that, in select cases, special salary considerations are warranted to recruit and retain tenurable faculty and develop nationally competitive research programs. The policy requires that faculty have sufficient external Grants and Contracts funding to augment the portion of the faculty member’s current academic or fiscal year base salary funded from state appropriation by an additional 20%, and if an AY faculty member, sufficient external funding to pay 3/9ths of summer salary, if allowed by the sponsor. Appointees are subject to all policies and procedures affecting FY faculty and are still responsible for carrying out all responsibilities associated with the state support allocated to the position. Overall teaching loads, advising, research and service commitments, student supervision, and all other faculty duties remain unchanged. The complete policy can be reviewed at

http://www2.montana.edu/policy/faculty_handbook/fh1100.html#1140.00.

4. Expansion of Opportunities for Additional Compensation for Teaching – With Board of Regents Approval, these initiatives include pilot programs to enable faculty to earn additional compensation during the academic year for teaching First Year Seminar courses and other similar activities, and to

receive compensation beyond two-ninths of the AY salary in cases where summer teaching duties go “beyond their normal, historical, full-time teaching loads.” For summer 2004, only two faculty took advantage of our pilot program for exceeding two-ninths compensation: we expect the number to grow as more become aware. For fall 2004, our initial pilot of providing additional compensation for teaching University Seminar as an overload is expected to result in 40 participating faculty. These programs will be reviewed annually, and the results will be reported to the Board of Regents.

For non-tenurable, academic support faculty, the most significant change has been defining half-time appointments and permitting adjuncts to be appointed for a year and teach differential loads each semester to equal that of a half-time appointment. In Fall 2003, Provost Dooley appointed an Adjunct Policy Task Force, chaired by Greg Young with representation from units across campus, and charged them to study benefits eligibility for adjunct faculty. Current policy limits University health benefits eligibility to persons employed at 0.5 FTE or more for at least six months. Under this policy, adjuncts hired on a semester-by-semester basis do not become eligible for health benefits until they have completed six months of employment each year. To deal with the hiring problems this created, the task force recommended the University establish a realistic standard for half time adjunct faculty appointments and then encourage the hiring of adjunct faculty on an academic year rather than semester-by-semester basis. After reviewing the committee’s recommendations, and discussing them at length with Faculty Council leadership, the Provost enacted provisional guidelines making it possible to hire adjuncts on an AY basis. Under this policy, a half time (0.5 FTE) adjunct faculty appointment is defined as 12 credits per academic year, which may be achieved with uneven teaching assignments each semester.

These appointment guidelines will be reduced to a policy that will be included in the Personnel Policies and Procedures Manual through the policy development procedures. This change increases adjuncts’ access to University health benefits and should have positive effects on their recruitment and retention, not to mention their morale.

Changes in Faculty Characteristics

The characteristics of the faculty have not changed in significant measurable ways in the last 5 years. The standards and criteria associated with tenure and promotion at Montana State continue to evolve since the major re-design of these processes in the late 90’s. Academic colleges and departments are encouraged to review their applicable documents on a yearly basis and to initiate faculty-driven revisions if desired. In recent years, some academic units have substantially modified these documents to reflect changes in expectations by the faculty for consideration of tenure and promotion.

Changes in Salaries and Benefits

Faculty salaries and benefits, beyond those described above, have not improved greatly as the table of average faculty raises below indicates.

YEAR	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
AVERAGE RAISE	0.00%	4.00%	4.00%	0.00% ¹	\$500 ²

¹ About \$200,000 was used for equity raises and to address salary floors.

² An ANNUAL salary increase of \$500 was approved for faculty and professional employees effective January 1, 2005.

The table below indicates salaries in each category over the last four years (in thousands of dollars for 9-month appointments).

	Prof	Assoc Prof	Asst Prof	Inst
2004	69.7	55.0	48.0	36.6
2003	69.9	55.0	47.6	34.0
2002	67.1	53.0	45.9	30.6
2001	64.8	51.1	43.8	30.2

Detailed information on salaries and salary floors is available at

<http://www.montana.edu/opa/facts/SalaryIncreases.html>, and
<http://www.montana.edu/aircj/facts/SalaryFloors.html>.

An unfortunate consequence of three years of salary freezes (or near freezes) in the last five has been a widening of the gap (real or perceived) between the haves and the have-nots among the faculty across campus. Departments with faculty who generate significant research dollars, and in turn generate significant indirect costs, have the flexibility to buy new equipment, attend professional meetings, and support other development opportunities in ways that many other departments do not. Some steps to address this issue are outlined below

Promotion Raises

One step that the institution has taken to improve salaries in a time of overall freezes has been the introduction of raises for promotion of academic rank. Starting in 2003, faculty promoted to associate professor received a \$2,000 raise and faculty promoted to professor received a \$4,000 raise. Beginning this year, those rates were increased to \$2,500 and \$5,000 respectively. A total of 80 faculty have received promotion raises since the inception of this program.

Buy-out for Enhancing Scholarship and Teaching (The BEST Program)

In Fall 2001, the Provost and the Vice President for Research initiated a new program to assist tenured or tenurable faculty who want to enhance their scholarship. They recognized that teaching or other primary responsibility commitments for some faculty may occasionally provide a barrier to pursuing research and creative activities, and as result the BEST Program was created. Through this program, faculty are able to request a reduction in their teaching load or other primary responsibilities for either spring or fall semester. The faculty member making the request for a buy-out will be expected to engage in activities that will enhance her or his scholarship. Examples of activities include, but are not limited to the following:

- ◆ Preparation and submission of a grant proposal in response to a request for proposals from federal, state or private entities.
- ◆ Completion and submission of a research paper to a peer-reviewed journal, or completion of a creative work.
- ◆ Revision of a manuscript accepted for publication in a peer-reviewed journal, and submission of the revision.
- ◆ Completion of a book.
- ◆ Research into teaching, assessment, and/or pedagogy

The first BEST awards were distributed for spring semester 2002 and the program has continued to be positively received by our faculty. Through AY04/05, 59 faculty have received BEST awards, totaling \$324,522.

Faculty Short-term Professional Development Leave Program

Based on the recommendations of the Faculty Professional Development Task Force, MSU-Bozeman implemented a new program for faculty professional development in FY04. This program is jointly funded by the Provost and the Vice President for Research, Creativity, and Technology Transfer. The intent is to provide funding for short-term (one week to two months) professional development activities for faculty to enhance their capabilities for scholarship, teaching, and outreach. Such activities may include, but are not limited to: travel to access specialized or unique resources (e.g. library special collections); attendance at workshops or programs (e.g., on pedagogical innovations or on research techniques); and visits to other laboratories or institutions for the purposes of acquiring new expertise or critical background knowledge. Faculty who receive an award under this program are required to arrange their short-term leave so that they can continue to meet their teaching and service responsibilities. In FY04, 27 faculty received awards totaling \$70,200. We will be continuing this program in FY05.

Standard 5 – Library and Information Resources

In 2001 and 2002 there was an \$8.5 million major renovation of the Renne Library, which greatly improved the library's environment in all regards. See detailed description under Standard 8.

The MSU Libraries has made significant advancements pertaining to the number of journals and databases offered to students and faculty since the 1999 accreditation team visit. Most progress has been made via electronic delivery. Two institutional commitments to the library have made this possible: 1) For the past five years the Vice President for Research's office has increased its commitment of "indirect cost/facilities & administration cost" dollars to the library's materials expenditures (\$265K in FY04) and has increased it annually to keep pace with inflation; and 2) most important, the university budgeting committee has for the past four years recognized library materials inflation as a "fixed cost," similar to utilities inflation, and budgeted accordingly. The consequence of these actions has been a library budget that has been stable and a collection and electronic access environment that has improved with each year. The library has also strengthened its collections through extramural fund raising; its various collection endowments now exceed \$2 million.

Titles included in the current array of electronic full-text journal packages and electronic databases are included in **Attachment I**.

Standard 6 – Governance and Administration

Leadership changes in the central administration at Montana State University include the appointment of Dr. Geoffrey Gamble as President (December 2000) and Mr. Craig Roloff as Vice President for Administration and Finance (interim since September 2001; appointed permanently May 2004). In addition, this period has also seen the appointment of Dr. Sheila Stearns as Commissioner of Higher Education (September 2003) and Mr. John Mercer assuming the Chair of the Board of Regents in February 2004 (having first been appointed to the Board in May 2001.)

In AY 2003-04, a national search was conducted for the new position of Vice-Provost for Undergraduate Education. This position was created to achieve long-term goals for undergraduate education centered

around integrating learning with the discovery of knowledge, and on inquiry-based, active learning. Dr. Gregory Young was hired and started in the position on July 1, 2003. Under the leadership of Dr. Young, MSU-Bozeman established *University College* as an administrative home for a number of university wide programs that report to him: the Undergraduate Scholars program; Liberal Studies; MSU Honors Program, and University Studies (formally General Studies, the home for undeclared majors). As well as providing a rational organizational structure, this change is intended to elevate the status of the program for undeclared majors by housing it in this new college.

As Recommendations 1 and 3 dealt directly with issues related to this standard, additional details are found in our responses to those recommendations.

Standard 7 – Finance

This section of the report reflects the format of the university's original 1999 self-study, and provides an overview of significant changes that have occurred in the financial structure and condition of the institution in regard to budgets and plans for the future.

Financial Planning

1. In our 1999 report it was noted that the Legislature requires the university to revert general fund monies to the state for any projected (funded) resident FTE that is not realized during the biennium. This is no longer the case. That requirement has been deleted from the general appropriations bill. However, due to lack of growth in the state's revenues, no enrollment growth funds were provided in the FY04-05 biennium appropriation.
2. It was also noted in our 1999 report that the university is not allowed to carry forward a balance from one biennium to the next, which restricts the university's ability to manage resources for any long-term goals. Although this legislative restriction still exists, certain board of regents actions have enhanced the university's ability to earmark year end funds for long term initiatives. In accordance with regents policy the university now has the authority to transfer general operations funds, at year end or any other time, into specially designated accounts, for use in future years, to fund four specific categories of expenses: student scholarships and stipends; employee retirement payout costs; lifecycle equipment replacements; and, capital construction or renovations.
3. In 1999 we also reported our success with expanding the university's total G&C sponsored program activity. This success has continued. Our G&C expenditures in FY1998 were \$51,900,000. For FY2004 they were \$87,900,000.

Budget Development & Strategic Planning

1. The changes to our budget development and strategic planning processes were extensively described in Part A of this report.
2. During this time period the university addressed one significant long term weakness by developing a fully-funded, multi-year, multi-campus, multi-fund source lifecycle replacement plan for all of its IT central systems and infrastructure. This plan was developed in collaboration with the CFOs, CIOs, and Student Leaders of all four of MSU's campuses. The Regents approved it in May 2003.
3. It is unlikely that state support for higher education will grow by any significant percentage in the near term. Therefore, a key factor in the university's continued financial vitality, for the foreseeable

future, will be slow, steady growth of its enrollment, especially in its nonresident student population. With this in mind, the university has made a significant investment to hire a marketing/recruitment firm to assist with the recruitment of nonresident students. In addition, the university has implemented a multi-tiered tuition scholarship/discount program, based upon ACT/SAT performance, for both resident and nonresident students.

To date, the university is very satisfied with the outcomes of its enhanced student recruitment program, especially considering the heightened level of competition throughout higher education.

Debt Service

1. In July 2003, in conjunction with a bond refunding, the university received two very favorable credit rating reviews. Moody's Investor Services upgraded the university's rating from A3 to A2, and gave the institution a **positive** rating outlook. Standard & Poor's also provided a favorable review and maintained the university's A rating.

Both rating agencies recognized that the university must contend with "historically low levels of state support" and "per-student appropriations that are substantially below MSU's out-of-state peers." However, the university was recognized for its prudent financial stewardship, overall low level of debt, diversity and breadth of pledged revenues, continued growth in research funding, and continued solid enrollment levels.

2. In October 2003 the university issued \$18.76 million in Municipal Auction Rate Securities, as its Series 2003 G Revenue Bonds, in order to refund \$16.75 million of the MSU-Bozeman Series 1993 A bonds and \$2.0 million MSU-Northern Series 1994 C bonds. The Municipal Auction Rate Securities (MARS) are variable rate notes for which the interest rate is reset every 35 days.

The all-in rate of interest on the bonds that were refunded was 5.13%. The MARS notes were originally sold at a rate of 0.90%. The 10-year average rate on MARS notes has been 2.98%. During the 13-year term of these outstanding bonds, the university will save about \$1.9 million in interest payments if the rate of interest averages 3.0%. At an average rate of 1.25% over a 13-year term, the university would save \$5.0 million.

General Operations

1. **Attachment J** provides a 1998-2004 comparison of State funding, tuition rates and student FTE. In 2004 the University utilized \$2,500,000 of state funds from its 2005 allocation to balance its budget without a severe (+20%) tuition rate increase. Without that additional amount, the overall increase in funding from the state, since 1998, was 7.85%.
2. As illustrated in **Attachment J**, the primary source of funding for the University's budget growth has come from student tuition. Since 1998, tuition rates have increased by over 50%.
3. Resident student enrollment continues to be strong, as students value the quality of education and preparation they receive from MSU. However, increasing nonresident tuition rates, from well below the regional average, to slightly above, have resulted in a decline in nonresident student enrollment. For the 2005 academic year the University has initiated several new scholarship programs which have begun to reverse this trend.

Fundraising and Development

1. The MSU Development Committee was dissolved in 2000. The committee was responsible for establishing and coordinating institutional priorities for development and fundraising. These priorities are now established by the President and his executive committee, and communicated to the MSU Foundation Director and development staff.
2. In 1999 the MSU Foundation's endowments totaled \$24.47 million. At FYE04, this had grown to over \$65 million. The most significant event affecting this was the university's current scholarship campaign.
3. At the urging of our new President, the Foundation embarked upon a major scholarship campaign. Since July 2001, the Foundation and President have raised an endowment of over \$18.0 million for the "Putting Students First" Scholarship Campaign. This has been the most significant event affecting the increase in endowment funds.
4. A significant change has been made in the service fee on endowments. Over the past several years, this fee has continued to decrease from 5% to 4% to 3%. As of July 1, 2004, the service fee has been eliminated on endowments. This change will help boost reinvested earnings, and should be an added incentive for donors to make endowment gifts.
5. In its Five Year Vision Document, MSU has stated that the MSU Foundation will have begun a \$100 million campaign that focuses on funds for scholarships, endowed chairs, and other instructional goals.

Standard 8 – Physical Facilities

MSU has completed some significant facilities enhancement projects since 1999, including new facilities, major renovations and major maintenance projects.

The legislature funded a \$7.5+ million renovation of the Renne Library, which was completed in late 2003. This project addressed significant deferred maintenance issues in the building, remediated identified seismic and life safety code deficiencies throughout the building, removed all the asbestos hazards, revamped the HVAC and lighting systems, installed new finishes throughout the building, and added approximately 4000 gross finished square feet to the facility by reclaiming previously unfinished attic space and filling in the third floor atrium level. The new, energy-efficient lighting systems make the study areas and the book stacks much more functional and the additional space provides increased individual and group study opportunities for student clientele.

In 2000, the Agricultural Bio-Science Building (\$12 million) was completed. In addition to state-of-the-art research, this facility provides opportunities for undergraduate exposure to research lab operations and makes its premier seminar space available to all campus users.

In 2000, the university completed phase 4 of its major tunnel infrastructure project. The tunnel now provides increased capacity and more reliable services to all campus facilities and provides a safe and secure environment to accommodate our enhanced telecommunications distribution systems.

In 2001, four undergraduate chemistry teaching labs were renovated in Gaines Hall, replacing 1920s lab benches and furnishings with modern, group-oriented lab benches complete with computers, fume hoods

and presentation equipment in each lab. These labs now support the modern, collaborative teaching and learning methods being employed.

In 2003, the Veterinary Molecular Biology Department moved into a newly constructed, ~30,000 square foot, private-sector lease, research and instructional facility on the edge of campus. This facility houses both research and academic functions for the VMB department.

A comprehensive, adaptive renovation and modernization study has been completed for Herrick Hall. This effort resulted in the recommendation for a \$10 million renovation and the project has entered the active fund raising stage.

Other significant renovations include a heavily used biological sciences undergraduate instructional lab in Lewis Hall, significant portions of Marsh Lab to accommodate the relocation of the Entomology Department, a computer lab HVAC retrofit project in Reid Hall, two new student seminar rooms in Reid Hall, complete renovation of a previously unoccupied building to house the graduate art student program, and a significant number of smaller projects that enhance the HVAC and internal environment to many student instructional spaces. In addition, MSU has in the design/construction process (completely funded) approximately \$2.7 million worth of deferred maintenance projects that will be completed over the next two years; many of these projects will enhance the internal environments of campus instructional spaces.

Standard 9 – Institutional Integrity

The faculty and administration of Montana State University-Bozeman are responsible for assuring the highest ethical and professional standards and behavior in:

- A. working with undergraduate and graduate students, including the elimination of racial, ethnic and sexual prejudice and harassment from the classroom and entire University community,
- B. working with faculty and staff,
- C. performing their contracted responsibilities, including the employment and use of graduate assistants or adjunct faculty and staff,
- D. working with public and private agencies, organizations and businesses,
- E. preventing conflicts of interest and reporting work done outside the University,
- F. conducting peer review for all faculty members,
- G. conducting research and creative activity,
- H. adhering to standards for biosafety, research utilizing human and animal subjects, and the use of radioactive materials (see Research Policies),
- I. respecting confidentiality and privacy in the use of information systems (see Computing Policies),
- J. respecting copyright and patent requirements,
- K. participating in University planning and governance, and
- L. reporting alleged breaches of ethical standards to appropriate bodies.

In 2002, MSU-Bozeman began a two-year pilot of a University Ombuds position. The University Ombuds is a neutral, independent, and confidential resource providing informal assistance to MSU professional staff and faculty in addressing work-related issues. The Ombuds uses conflict resolution methods such as mediation, facilitation, conciliation, and shuttle diplomacy to help resolve issues. The Ombuds is committed to employing the highest professional standards while handling concerns confidentially. In performing its function, the Ombuds operates under The Code of Ethics and Standards of Practice of The Ombudsman Association. The Ombuds reports directly to the President and issues an annual report of Ombuds activities. This report is designed to identify trends and patterns and is strictly demographic, with no information available that would identify individuals who have used the office.

The position has recently been extending for an additional year with the intention of making an application for permanent funding through the UPBAC process.

ATTACHMENTS

Attachment A
MONTANA STATE UNIVERSITY-BOZEMAN
ACCREDITATION PROGRESS REPORT
12 October 2001

1. **The Evaluation Team recommends (Standard 6.A and 6.B) that the MSU-Bozeman administration work with the Montana Board of Regents and Commissioner of Montana Higher Education take actions to clarify relationships among the MSU affiliates. Also, we recommend that the MSU-Bozeman work with Regents and the Commissioner to ensure that MSU-Bozeman does not bear financial and administrative burden of the management of both MSU-Bozeman and the MSU affiliates. In addition, the Team recommends that the Board, Commissioner, and MSU administration develop criteria to determine what management functions are centralized and what are decentralized. Finally, the Team recommends that the MSU administration along with the Regents and Commissioner explore the problems associated with development of new programs and courses within MSU. It is recommended that the institution provide a progress report to the Commission in written format by December 1, 2001.**

Progress Report: In 2000, the Board of Regents of the Montana University System engaged a consultant, Dr. James R. Mingle, Executive Director emeritus of the State Higher Education Executive Officers, for the purpose of “. . . reviewing the progress of the MUS and its constituent institutions in implementing the restructuring plans, which took effect on July 1, 1994.” The document can be accessed on the web at <http://www.montana.edu/wwwbor/RestructuringFinalReport2000.htm>. Among Dr. Mingle’s findings was that “The Board of Regents and the Office of the Commissioner establish more explicit guidelines to govern the administrative, financial, and academic relationships between the Universities and the affiliates.” As a supplement to the recommendations, Dr. Mingle provided a matrix outlining important issues that the Board, Commissioner, and institutions might use as a starting point to reach some agreement on contentious issues. The purpose of this matrix was to specifically identify the appropriate role of each level of organization, i.e. individual campus, University, Office of the Commissioner, in dealing with various fiscal, administrative, academic, and student services issues. The Office of the Commissioner has subsequently received input from each campus regarding the matrix, and the implementation of the “Mingle Document” is now a permanent fixture on the working agenda of the Board of Regents. The Deputy Commissioner of Higher Education is responsible for bringing issues to the Board for consideration and resolution.

In reference to the development of new programs and courses within MSU, the OCHE requires new programs to pass through three stages before approval is possible: Notice of Intent, Submission, and Action. This approval process can collectively take a minimum of six months. There is an expectation that institutions will notify one another of proposals “in the works” before the BOR approval process begins, with the intent of identifying and discussing campus concerns associated with potential new programs.

2. **It is recommended (Standards 1.A, 1.B, 4.B, 5.A.2, 7.A, 7.B) that MSU-Bozeman engage in a full and inclusive process, involving all elements of the campus community, focusing on the nature of its mission and the changes that increased research emphasis is creating. This process should result in an academic and financial plan detailing how the university will obtain and provide resources adequate to meet its mission. Analysis should focus in part on the roles of undergraduate and graduate education in MSU-Bozeman's changing environment.**

Update: The University Planning, Budget and Analysis Committee (UPBAC) was established in February 2001 by President Geoffrey Gamble to establish direct and permanent links between planning and budgeting efforts, and to open up both the university's planning and budget processes to the public. UPBAC is made up of administrators, faculty, and staff from throughout campus, as well as one member of the public.

On September 10-11, 2001, fifty-one members of the Bozeman campus community, including UPBAC members, were joined by executive staff from the Billings, Northern, and Great Falls campuses to begin the first full cycle of planning and budgeting for the Bozeman campus. Vision and Mission statements were adopted, the committee structure that would guide the planning and budgeting processes was altered, and groups were formed to begin developing the major strategic initiatives that would be proposed for the FY 2003 budget. One of the major issues articulated early on by the president, under the mantle of maintaining a balance among the elements of the campus, is the issue of research. What are the costs and benefits, both in dollars and impact on the mission and other university programs? Both in the President's Executive Council and in the budgeting process, these issues have and will continue to receive significant attention. President Gamble believes that every campus has a threshold for research beyond which the costs may outweigh the benefits. He believes that it is definable and that defining it will assist the campus in making decisions of priority.

See also response to Recommendation 4.

3. **The Evaluation Team recommends (Standard 6.C.9) that the MSU-Bozeman administration, working with the Regents and Commissioner, to address the competitive salary problem for MSU-Bozeman's senior leadership positions.**

Update: Following is a table showing the changes in senior leadership salaries since our accreditation visit in 1999. Actual salaries for four academic years are shown, beginning with the academic year reported in the 1999 accreditation report, and ending with the current academic year. The College and University Personnel Association Administrative Compensation Survey was used for a national comparison. The comparison category used was doctoral institutions with budgets of \$178.7 million or less (ours is approximately \$85 million in appropriated dollars), median salaries.

Presidential & Lead Administrator Salaries at MSU-Bozeman					
	President	Provost and Vice President for Academic Affairs	Vice President for Administration & Finance	Vice President for Student Affairs	Vice President for Research, Creativity & Technology Transfer
2001/02	\$138,448	\$132,080 (per hiring agreement)	\$116,500 (does not reflect recent change in personnel)	\$109,705	\$126,200
2000/01	133,000	132,080	112,000	105,404	120,000
1999/00	133,000	110,725 (interim)	112,000	105,404	120,000
1998/99	120,405	110,725 (interim)	92,700 (acting)	102,334	107,500
98/99-01/01 increase	15%	19%	26%	7%	17%
CUPA 1999-00 AdComp Survey (median)	170,000	141,380	130,450	100,000	102,688

Also a concern as expressed in the 1999 recommendations is turnover in senior leadership. It appears that this problem has at least been somewhat remedied, perhaps partially with the salary increases. We have had a total of three presidents since 1999, which probably would not have been the case were it not for the unexpected death of Michael Malone. An interim president, Terry Roark, was hired while the search for a permanent president took place. In December Geoffrey Gamble began as MSU's new president. There has been no turnover since the accreditation visit in the Provost and Vice Provost for Academic Affairs position, although the current Provost did hold the position as an interim for approximately two years. There also has been no turnover in the Vice President for Student Affairs and the Vice President for Research, Creativity and Technology Transfer positions. In September 2001 President Gamble moved the Vice President for Administration and Finance to another administrative position on campus. The Vice President for Administration and Finance position is now being filled by an interim while the President reassesses the organizational and reporting structure of that office.

4. It is recommended (Standards 1B, 7A) that MSU-Bozeman develop a formal and open linkage between its planning and budgeting efforts in a way that provides clear opportunity for all interested members of the university community to understand and participate in shaping the institution's priorities and future. It is recommended that the institution provide a progress report to the Commission in written format by December 1, 2001.

Progress Report: The arrival of Geoffrey Gamble as the 11th president of Montana State University-Bozeman has ushered in a new era in planning and budgeting for the campus. His recognition and understanding of the comments and recommendations of the Commission on Colleges led him to make modifications to both the organizational and decision making structures of the campus. These changes were made in order to make operational, the foundational budgetary guidelines that he insisted upon. These included :

- Our budget must reflect that higher education is an investment for the State
- We must be accountable to the University community, the State, and our constituencies
- Our budget must ultimately reflect a Strategic Plan and set of Priorities for the University and, during this interim, must reflect strategic thinking and institutional priorities
- Our budget decisions must be based upon data
- Our budget process must measure the results of our decisions and investments
- The University must live within its means
- The University must maintain a balance of investments among all elements and assets of the organization
- The economic impact of all budget decisions will be considered
- The University cannot be all things for all people
- The reallocation of funds within and among programs, colleges, or divisions will be a significant source of "program investment" revenue in future years

These were the principles on which the President reorganized and tried to reinvigorate the budget and planning processes. These processes were going on, but had not been linked in any meaningful way. The President created a twenty-one-person University Planning, Budgeting, and Analysis Committee (UPBAC) to start with these principles and create an FY 2002 budget. The Provost chaired the committee and the Budget Office provided the majority of the data generation and support. In the early stages of the process, the committee settled on a set of Core Values that would guide their process. Those were:

- Creating a community of discovery, learning, and service
- Integrating teaching, research, and outreach
- Fostering multi-disciplinary instruction and research
- Creating partnerships for economic impact and workforce development
- Enabling students to make lifelong contributions to society
- Providing high quality, affordable education
- Building a community that embraces diversity

These were the core values that informed every step of the UPBAC process. When placed along side the first principles, which the committee did, it was natural to develop a set of spending priorities that reflected both. As it moved toward final deliberations the committee came up with the following FY 2002 Budget Priorities:

- Attract, support, and retain students

- Sustain and enhance the quality of our academic offerings
- Acquire, retain, and nourish a high-quality, dedicated faculty
- Recruit and appropriately recognize exemplary administrators and staff members
- Increase public and private-sector support of higher education

With the completion of the budget cycle for FY 2002, it was necessary to begin the FY 2003 cycle at the beginning. On September 10-11, 2001, fifty-one members of the Bozeman campus community, including UPBAC members, were joined by executive staff from the Billings, Northern, and Great Falls campuses to begin the first full cycle of planning and budgeting for the Bozeman campus.

See also response to Recommendation 2.

5. **The Evaluation team recommends (Standard 2.6.o) that MSU-Bozeman needs to more effectively organize, coordinate, and deliver special student and academic services for students enrolled in off-campus degree programs and credit courses, especially those offered through distance learning. These services should address student needs such as general advising, registration, admissions, technology assistance, and other types of support in modes and times that are convenient and accessible for working adults with time and other constraints. Specific responsibility for developing, organizing, and providing these services needs to be designated.**

Update: In June of 2000, MSU provided resources to the Burns Telecommunications Center on the MSU campus to provide centralized software, hardware, faculty training, and technology support for on-line course development and delivery. A centralized courseware tool was selected by a campus-wide review committee. In addition, resources were provided to faculty on a competitive basis to be used for program and course development to expand access to online programs for non-traditional students. Current efforts are underway between MSU and the Montana Commissioner of Higher Education to establish a tuition model for on-line programs and courses offered at MSU-Bozeman, and ultimately at all MSU campuses. Once the distance tuition model has been established, it will be possible to focus on developing and delivering student and academic services. It is our goal to establish a tuition schedule that not only assists in cost recovery, but that is fair to both resident and non-resident students, and allows MSU to remain competitive in a regional and national marketplace.

Attachment B

Governance and Management Responsibilities

Fiscal & Administrative Responsibilities	Board/Commissioner	University/Bozeman Campus	Affiliate Campuses
Executive & Legislative Branch Relations	Shared with Universities Presents unified MUS budget and advocates in the Legislature	Shared leadership with OCHE and UM – Presidents advocate in the Legislature	Supporting role with specific responsibility for local delegations
Reporting lines for CEOs	CHE reports to Board of Regents	University President to CHE	Unit CEOs to MSU President
Reporting lines for Vice Chancellors and Vice Presidents	Appropriate OCHE staff coordinate w/ campus counterparts	Vice Presidents to President and assume lead role w/in MSU	Vice Chancellors report to Chancellors; COT Associate Deans report to Dean
Present a single unified budget to the Governor	OCHE presents BOR approved priorities	Presentation of MSU data and initiatives to OCHE	Presentation of campus data and initiatives to University for review
Develop the allocation formula for base budgets	Final formula decisions by OCHE and BOR	Input on COE model and allocation of Sustainability funds	Input on COE model through University
Determine the facilities needs and funding priorities	OCHE and BOR make decisions on priorities	Coordinates University presentation of needs	Presents needs to University
Incur and manage debt	Oversight and approval	Coordination, responsibility, oversight and presentation to CHE	Coordination and presentation to University
Manage cash and investments	Only those generated by OCHE; Oversight	Coordination of all University activity	As delegated by University
Internal Audit Function	Delegation to University, oversight	Conducts at campuses, delegates with review where appropriate	Conducts when delegated, submits to University for review
Determine locus of administrative support functions	Delegate to Universities with direction	University decision by CEOs and President – on-going goal to maximize efficiency	Recommend to President
Accept gifts, grants	Delegate to Universities	Delegate to Units	Each responsible – Bozeman/Missoula assistance as requested
Act as an agency for the receipt of federal funds	Delegate to Universities, except where MUS is recipient	Delegate to Units and provide assistance as requested	Each Unit is separate
Management of Legal Affairs	Handles OCHE and Board Level issues, oversight of University	Coordinates all MSU issues with OCHE – handles Bozeman issues	All issues routed through University, special issues may be delegated by University

Montana State University

Governance and Management Responsibilities

Academic Programs & Support Services Responsibilities	Office of the Commissioner	University	Affiliate Institutions
Hire faculty	Establish broad guidelines and delegate to Universities	Delegate to campuses	Each is responsible within guidelines and MUS policies
Determine promotion and tenure policies	Delegate to Universities	Delegate to Campuses	Each is responsible w/in local policies/contracts
Review & terminate existing programs	CHE oversight	University Oversight	Semi-autonomous w/ oversight by University
Conduct strategic planning	Board and CHE with input from Universities	University with input from campuses	Individual campus plans that support University and MUS plans
Develop mission statements	Approval of University submissions	Approval of campus submissions	Each is responsible with University approval
Initiate new programs	Initiate discussions on collaborative programs at MUS CAO meetings	Coordination and approval of campus submissions	Submission up through University
Approve/reject course offerings	Delegate to Universities	Delegate to campuses	Each is responsible to keep University informed
Establish credit transfer policies	Set overall guidelines	Delegate to campuses	Each is responsible within MUS guidelines
Confer degrees	Joint with campuses	Delegate to campuses	Joint with MUS and MSU
Set enrollment levels	Establish COE model and any limits	Coordination of campuses w/ information to CHE	Each campus is responsible w/ coordination by University
Establish admissions policies	Overall guidelines and delegation to MSU	Coordination of campuses within MUS guidelines	Each responsible w/ coordination among MSU campuses
Develop joint academic programs	Facilitating role	Initiation of activity	Willing partners with responsibilities
Develop & coordinate library activities	Facilitating role	Bozeman campus is in lead role of four-campus management group	Coordination within MSU
Develop & coordinate distance learning	Facilitating and enabling role	Delegate and referee where necessary	Each is responsible and subject to MUS and MSU rules and approval

Attachment C

NWCCU Standard 2 Policy 2.6 Distance Delivery Guidelines

Montana State University

Guidelines for Distance Delivered Courses, Programs, and Degrees

Office of the Provost

Definition of Distance Delivery: These guidelines apply to courses, programs and/or degrees offered wholly or in-part using telecommunications technologies including audio, video, and computer-based technologies in either live (synchronous) or asynchronous modes.

Responsibilities

Technologies used in distance delivered programs/courses are provided and maintained by the Burns Telecom Center on the MSU campus. Training and support for faculty and students in the use of technology for distance delivered courses/programs is provided jointly by the Burns Telecom Center, ITC, and individual departments. Financial support and sustainability for these services is provided through the Office of the Provost.

Course/program delivery for distance programs may be conducted through regular campus “in-load” procedures or through BTC Continuing Education. In the case of “in-load” programs, the guidelines defined below are the responsibility of the department and college in conjunction with other campus support services. In the case of courses/programs offered through Continuing Education, the guidelines will be jointly addressed and managed by the department/college and the BTC Continuing education office.

All distance delivered programs or degrees must have a clearly defined business plan, designated areas of responsibility for meeting the expectations defined below, and a financial revenue/expense agreement that is approved by the Office of the Provost.

Expectations

Approval and Purpose:

- 1) The program has a clearly defined purpose congruent with the MSU mission.
- 2) Programs/courses/degrees are approved through established institutional approval mechanisms.

Curriculum and Instruction:

- 3) Courses/programs provide for timely and appropriate interaction between students and faculty and among students.

- 4) MSU faculty are responsible for and exercise oversight over courses/programs, ensuring both the rigor of programs and quality of instruction.
- 5) The technology used is appropriate to the nature and objectives of the program.
- 6) The faculty, department and college ensure the currency of materials, programs, and courses.
- 7) Programs/courses follow MSU policies concerning ownership of materials, faculty compensation, copyright issues, and utilization of revenue derived from the creation and production of software, telecourses, or other media products. (Policies are defined by MSU Personnel and Payroll Services, Office of Technology Transfer, and Legal Counsel)
- 8) Faculty support services are provided specifically related to distance education.
- 9) Faculty training is provided.

Library and Information Resources

- 10) Students in distance courses have access to and can effectively use appropriate library resources. The MSU Library has faculty specifically assigned to support distance learning courses/programs.
- 11) The faculty monitors whether students make appropriate use of learning resources.
- 12) The program provides laboratories, facilities, and equipment appropriate to the courses/programs.

Faculty Support

- 13) Training is provided for faculty who teach via electronic delivery.
- 14) Faculty support services specifically related to teaching via electronic delivery are provided.

Student Services

- 15) Adequate access to the range of students services appropriate to support the program including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling is provided.
- 16) Adequate means for resolving student complaints is identified.
- 17) Students receive advertising, recruiting, and admissions information that adequately and accurately represents the program requirements and services available.
- 18) Students admitted to the program possess the knowledge and equipment necessary to use the technology employed in the program and provides aid to students who are experiencing difficulty using the required technology.

Facilities and Finances

- 19) Equipment and technical expertise is adequate for distance education.
- 20) The institution's long-range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment and other resources essential to the viability and effectiveness of the distance education program.

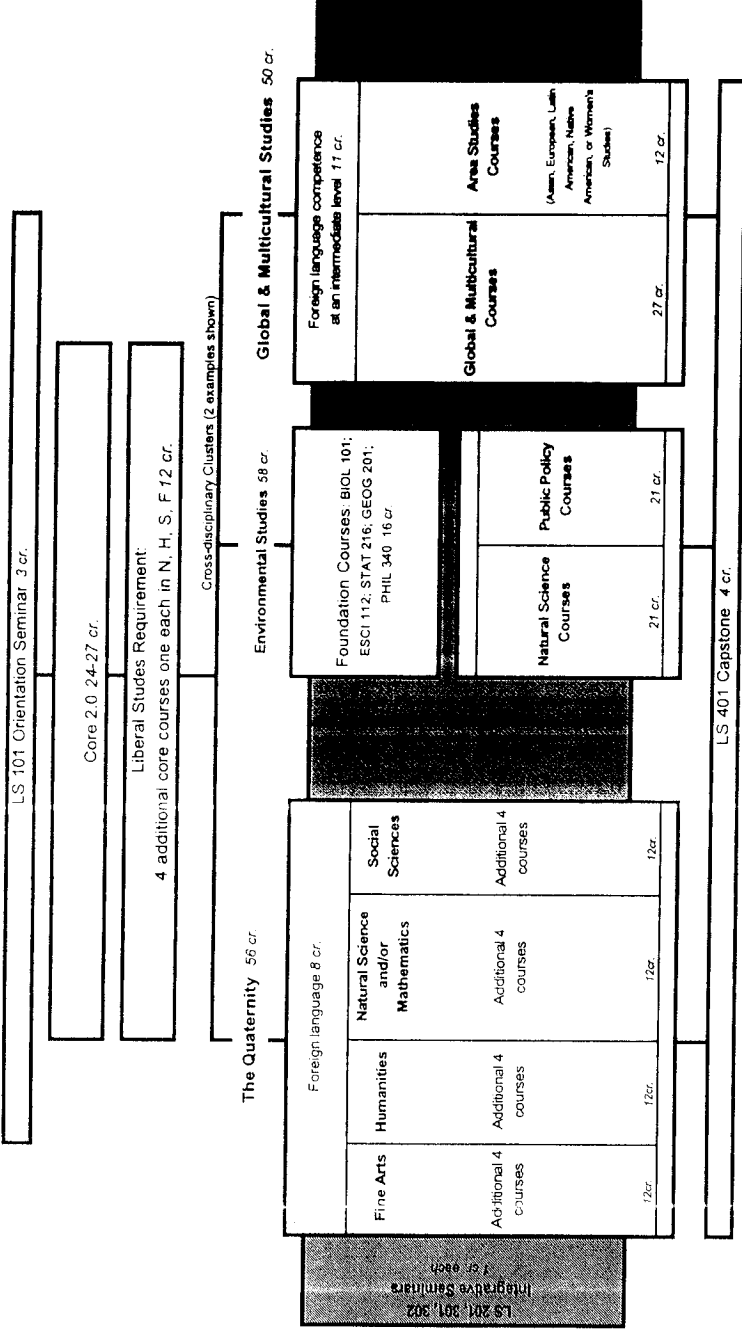
Commitment to Support

- 21) The program can demonstrate commitment to ongoing support, both financial and technical, and to continuation of the program for a period sufficient to enable enrolled students to complete the degree or certificate.

Evaluation and Assessment

- 22) Student capability to succeed in distance education programs is assessed and this information is applied to admission and recruitment policies and decisions.
- 23) Educational effectiveness including assessments of student learning outcomes, student retention, and student satisfaction is evaluated to ensure comparability to campus-based programs.
- 24) Integrity of student work and the credibility of the degree and credits awarded is ensured by the faculty, department, college, and institution.

Attachement D
LIBERAL STUDIES PROGRAM



- Notes:
1. Minimum of 9 credits required at the 400 level in addition to the capstone experience
 2. Total of 120 credits required for graduation
 3. 42 credits must be upper division

Attachment E

Student Outcomes Assessment Policy

Subject:	Assessment and Outcomes
Policy:	Student Outcomes Assessment Policy
Revised:	TBD
Effective Date:	TBD
Review Date:	Three (3) years from Effective Date above.
Sponsor:	Assessment and Outcomes Committee

Introduction and Purpose:

One element of the mission of Montana State University—Bozeman is “To provide a challenging and richly diverse learning environment in which the entire university community is fully engaged in supporting student success.” Toward this end, the university has established a program of student outcomes assessment with the goal of improving student learning and performance.

Assessment, as the term is used at MSU—Bozeman, is the systematic process of gathering, interpreting, and acting upon data related to student learning and experience for the purposes of course and program improvement. The connection between teaching and learning is a complex one, and it is necessary to use multiple measures to develop a comprehensive understanding of how curriculum design and delivery relate to student learning. Assessment is an iterative and adaptive process in which results inform changes to instructional and assessment practices. The critical element is the use of results in decision-making. Finally, the basis of good assessment practice is a shared understanding of program goals to ensure that all those involved in curriculum delivery are working toward the same ends.

Policy:

The University follows a decentralized approach to assessment, with specific units (departments or colleges as appropriate) responsible for assessing specific academic programs, and faculty groups responsible for assessing general education. In conjunction with guidelines published by the Northwest Commission on Colleges and Universities, MSU requires faculty to establish learning objectives for all undergraduate degree programs and develop departmental plans for evaluating the extent to which students are achieving the objectives. The faculty in all units must review their goals and assessment plans every two years in conjunction with the catalog cycle, and must publish annual updates through the centrally maintained assessment database, which can be accessed through the Internet. The administration's role is to coordinate and document assessment activities taking place at the unit level as well as to conduct surveys and provide data of institutional scope.

Procedures:

A. Faculty Requirements

Faculty are expected to participate in the assessment activities of their units in the following ways:

- participating in biannual reviews of program goals and assessment plans
- assisting with collecting and interpreting assessment data as required by assessment plans
- participating in annual reviews of unit assessment results and resulting decision-making process

Faculty are encouraged to implement supplemental assessment strategies in their own classes as a means of improving teaching and learning. It is important that data gathered for the purpose of improvement not be used punitively, and there is no requirement that such data be made public.

B. Unit Requirements

Under the leadership of the department head (or college dean as appropriate), each unit must maintain an appropriate structure, which includes faculty participation, for managing unit assessment efforts. This can be accomplished by including assessment in the charge of curriculum committees or by establishing separate assessment committees. These committees are responsible for ensuring that assessment plans are carried out, that results are documented, and that the information is shared with the entire faculty for potential action. Decisions based on assessment data are documented and included in the unit's annual report. Committees are also encouraged to develop and document supplementary assessment plans to follow up on specific actions to monitor effectiveness. Department heads are responsible for annual updates on assessment results and for leading biannual reviews of program goals and assessment plans.

C. Administration Requirements

The goal of outcomes assessment is program improvement. For assessment to be effective, faculty must document program weaknesses as well as strengths and use their findings to make program improvements. Assessment results demonstrating the need for improvement should be viewed positively as an opportunity and should never be used punitively. It is the assessment process—especially the documented use of data in subsequent decision-making—that is vital; assessment is not simply an effort to demonstrate success. To ensure that assessment proceeds in accordance with the goal of program improvement, the provost, deans, and department heads are expected to recognize and acknowledge participation in assessment activities through the annual review process at all levels.

Attachment F

Student Outcomes Assessment Guide for Departments

Montana State University's Student Outcomes Assessment Policy places the primary responsibility for conducting and documenting assessment at the unit level (department or college as appropriate). This includes developing, and regularly reviewing, learning objectives and a coordinated assessment plan, collecting and evaluating assessment data, and making decisions based on what is learned. For accreditation purposes, it is important that this process, including the faculty participation and resulting decision-making, be documented. Units are not required to share data.

Many MSU units—primarily those with their own professional accrediting agencies—already conduct thorough and well-documented assessment. Many other units regularly gather information from students and faculty and make decisions based on that information. What is needed is to make that process more explicit and to document the process. Departments that have not maintained particularly active assessment programs are encouraged to keep their initial efforts modest. It is more important that assessment plans be implemented than for them to be comprehensive.

Timetable

May 2004: Each unit is responsible for submitting an electronic document (preferably in WORD or WORDPERFECT) that provides an updated assessment plan. There is no fixed format for this document, but it must contain certain information (see below).

April 2005: Each unit will submit an assessment update in which the implementation of the plan for that year will be described. Note that there is no requirement that data or results be made public, just that the collection and use of data be documented. A brief description of any actions taken, as a result of assessment, is required.

April 2006: Each unit will provide an updated assessment plan (to be repeated every two years) in addition to the annual assessment update.

Assessment Plan

The assessment plan should contain the information below. Plans will be submitted electronically to the Provost's Office (jadams@montana.edu), reviewed by the Assessment and Outcomes Committee, and posted on the MSU web site.

- Major
 - Where appropriate (please explain), different undergraduate majors within the same department can be combined into a single assessment plan.
- Name, phone, and e-mail of primary assessment contact
 - Faculty member or department head
- Assessment Management Structure

- Clearly defined responsibilities for data gathering, interpretation, presentation, and action
- Degree Objectives
 - A brief statement of what students are expected to learn in the major
- Expected Competencies—major specific
 - Discipline-specific knowledge, skills, and abilities
 - Communication skills (especially oral and written)
 - Problem-solving skills (e.g., critical thinking, quantitative reasoning, analytical synthesis, decision making)
- Additional Goals
 - Other desired outcomes of the major
- Plan for Gathering and Summarizing Data
 - This will describe data that will be gathered and how those data will be managed. It is better to carefully consider and act upon a limited data set than to gather more data than can be appropriately considered; both quantitative and qualitative data sources should be considered. Some possible data sources are listed in the appendix. The data will be most useful to faculty if they are summarized with the key finding emphasized. This summary document is intended to guide internal decision-making; it does not need to be made public.
- Plan for Utilizing Data
 - This will briefly outline how data will be shared with faculty (e.g., faculty meeting or retreat) and how the unit is organized to respond (i.e., what is the process for making curricular or other changes?).

Assessment Update

Annual assessment updates will be submitted in April—the first in 2005. The purpose of this narrative document is to provide evidence that the assessment plan has been acted upon. It should describe the types of data gathered, give specific information about how the data were shared with faculty (including meeting dates and attendance if possible), and describe any changes that were enacted as a result. If any new assessments are planned to follow up on changes, these should be described. Updates will be submitted electronically to the Provost's Office (adams@physics.montana.edu), reviewed by the Assessment and Outcomes Committee, and posted on the MSU web site.

Appendix

The following is a list of potential data sources that could be adapted for use in departmental assessment plans. It is not intended to suggest that units need to be doing all, or even most, of these things. It is better to start with a modest plan and have it grow than to begin with an overly ambitious plan that fails because of lack of resources.

- Collect and review portfolios of students' work from several courses taken throughout the major.
- Conduct focus group interviews with students at different levels of the major to obtain student feedback on advising, courses, and curriculum.
- Conduct pre- and post-testing of student knowledge in a capstone course.
- Develop a checklist and rating scale for expected knowledge and skills. Have three faculty use these tools to evaluate major works such as senior projects, theses, and dissertations. Although many of these undertakings receive an "A" grade, reviewing content for specific knowledge and skills may reveal areas which, although acceptable, are consistently below expectations or standards.
- Evaluate videotapes of students' skills, such as student teaching or making class presentations.
- Invite outside examiners from business, industry, and the professions to provide feedback on students' presentations or projects.
- Assign a research/creative project to be evaluated by several faculty members.
- Administer the ACAT, CLEP, MFAT, or a locally-developed proficiency examination to test factual knowledge in the major.
- Administer a nationally normed, general education exam such as College BASE, ACT COMP, or CAAP, or develop one specifically tailored to institutional objectives.
- Conduct telephone surveys of students who left the major.
- Evaluate student performance in internships, practica, student teaching, etc., from the student's perspective, the faculty member's perspective, and the supervisor's perspective.
- Use "real-world" assignments such as case studies, recitals, and exhibits to evaluate whether students can integrate knowledge and skills developed throughout their progress in the major.
- Analyze performance on licensure and qualifying examinations for professional or graduate school.
- Try to get detailed information about performance from different areas of the examination
- Review course passing records. However, remember that percent passing is an accountability number; it does not relate to program improvement. Bragging about a high pass rate does nothing to improve the program. Program improvement comes by focusing on the failures, determining why they failed, and taking steps to correct any problems identified.
- Attach a short survey to forms required for graduation to capture feedback from students about to graduate. If you have a one-year-out alumni survey, avoid asking redundant questions of these two similar groups.

- Conduct exit interviews with graduating seniors, either individually or in focus groups, or ask for written evaluations of how well the major met their personal goals.
- Survey alumni.
 - Ask questions which relate to program objectives
 - Ask questions in such a way that the responses can be tracked back to program or curricular improvement
 - Administer the survey to a test group to see how long it takes and to determine whether those students interpreted the questions as intended
 - Consider the relationship between the length of time since graduation and the types of questions asked; career-related questions will provide very different information one year after graduation than five years after
 - Survey employers of alumni.
 - Determine whether you want general information about "our graduates" or specific information about "this graduate"
 - Make the survey short and pertinent
 - Recognize that the response rate is likely to be low
- Consider the possibility of focus groups with employers
- Evaluate students' written and oral communication skills in presenting their senior projects.
- Design one or two final exam questions to capture cumulative learning in the major and provide an in-depth assessment.
- Compare student writing samples from courses at different levels to assess student progress in writing.
- Assign students to cooperative working groups and evaluate the group project as well as group interaction and productivity.
- Maintain copies of student coursework to compare across course sections.
- When scoring writing samples, develop a scoring rubric and look for reliability across raters. Often the most meaningful outcome from this exercise is a common understanding among faculty of what constitutes good or poor writing.
- Remember--you can use samples!

Attachment G

External Accreditation

College of Arts and Architecture

Architecture

National Architectural Accrediting Board, Inc.
1735 New York Avenue, NW, Washington, DC 20006
tel:202.783.2007 fax:202.783.2822 info@naab.org

Master of Architecture degree was the only degree subject to accreditation. We had our last accreditation visit in April 2002. We are fully accredited until 2008. The next accreditation visit will take place AY 2007-08.

Art

National Association of Schools of Art & Design
11250 Roger Bacon Dr., Suite 21
Reston VA 20190

Programs subject to review:

B.A. in Studio Art, Art History, Art Education K-12, Photography

B.F.A. in Graphic Design, Studio Art

M.F.A. in Studio Art

Last review: 2004

Results: Fully accredited until 2014.

Music

The Department of Music went through its accreditation by the National Association of Schools of Music in 2003 for both the Bachelor of Music Education and Bachelor of Arts degree.

The Bachelor of Arts degree in Music has been fully approved until 2014. Final approval for the Bachelor of Music Education degree is pending a response to some questions posed by the review committee. The response is due October 1st and we believe we will not encounter any problems with our response.

College of Business

AACSB International - The Association to Advance of Collegiate Schools of Business
600 Emerson Road, Suite 300
St. Louis, MO. 63141-6762 USA
Tel: 314-872-8481 Fax: 314-872-8495
<http://www.aacsb.edu/contactus.asp>

BS - Business

MPAc

Accredited in 1998. Fully accredited until 2008. Annual reports required every year in the next three years 2005, 2006, 2007, with a visit in fall 2007.

College of Engineering

Engineering programs:

Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology
111 Market Place, Suite 1050, Baltimore, MD 21202-4012
Telephone (410) 347-7700

EAC of ABET visit in Fall 2003:

Chemical Engineering - Interim Report (2005)

Civil Engineering & Bio-Resources Option - Interim Report (2005)

Computer Engineering - Next General Review (2009)

Electrical Engineering - Next General Review (2009)

Industrial Engineering - Next General Review (2009)

Mechanical Engineering - Next General Review (2009)

Engineering technology programs:

Technology Accreditation Commission of the Accreditation Board for Engineering and Technology

111 Market Place, Suite 1050, Baltimore, MD 21202-4012

Telephone (410) 347-7700

TAC of ABET visit Fall 2002:

Construction Engineering Technology - Next General Review (2008)

Mechanical Engineering Technology - Interim Report (due July 2004)

Computer science:

Computing Accreditation Commission of the Accreditation Board for Engineering and Technology

111 Market Place, Suite 1050, Baltimore, MD 21202-4012

Telephone (410) 347-7700

The CAC review will take place Fall 2004.

Computer Engineering

EAC of ABET visit Fall of 2000

Result = IR (Interim Report due January 2003)

Computer Engineering was reviewed again in Fall 2003 to get in sync with the rest of the College.

College of Nursing

Commission on Collegiate Nursing Education (CCNE)

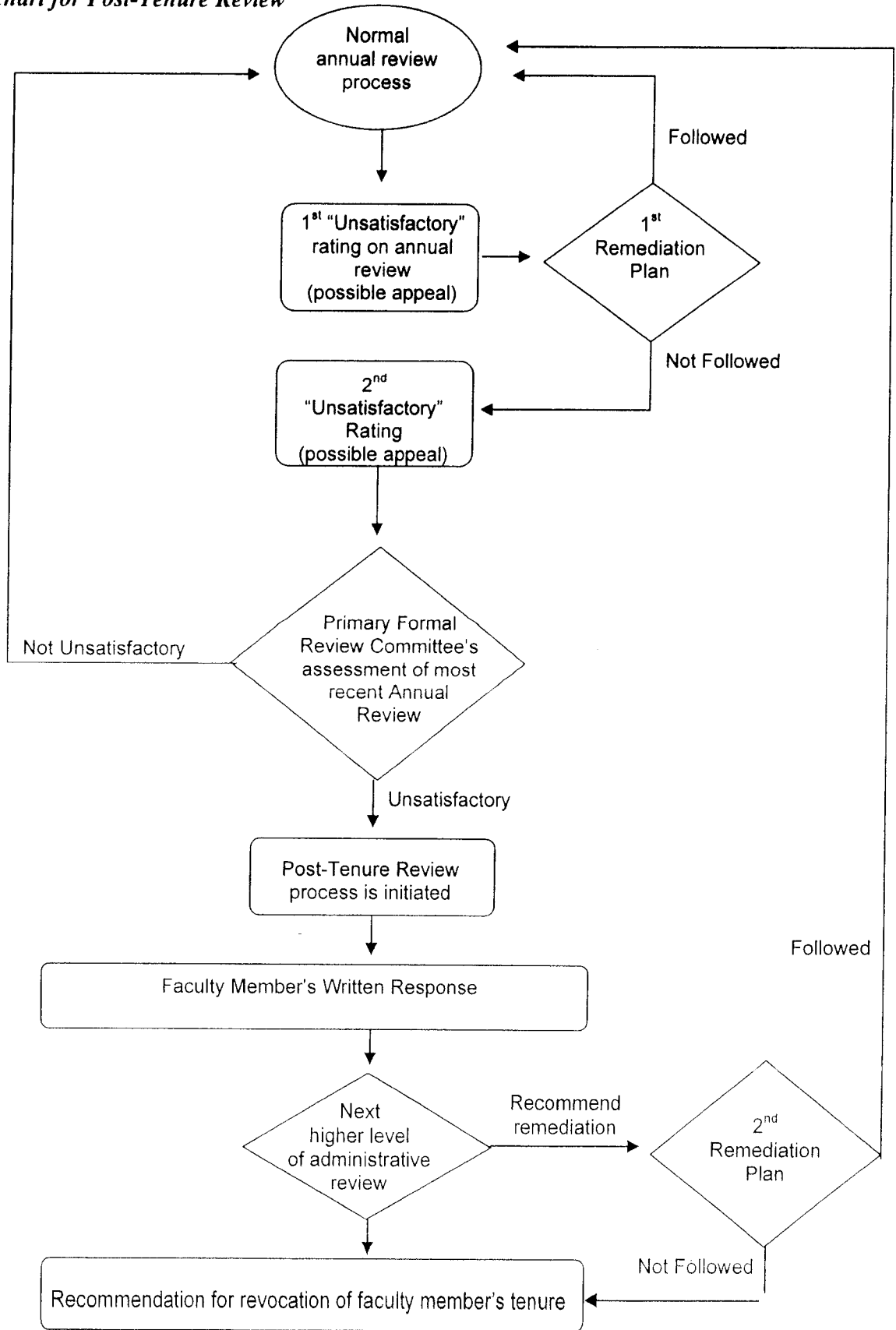
One Dupont Circle, NW, Suite 530

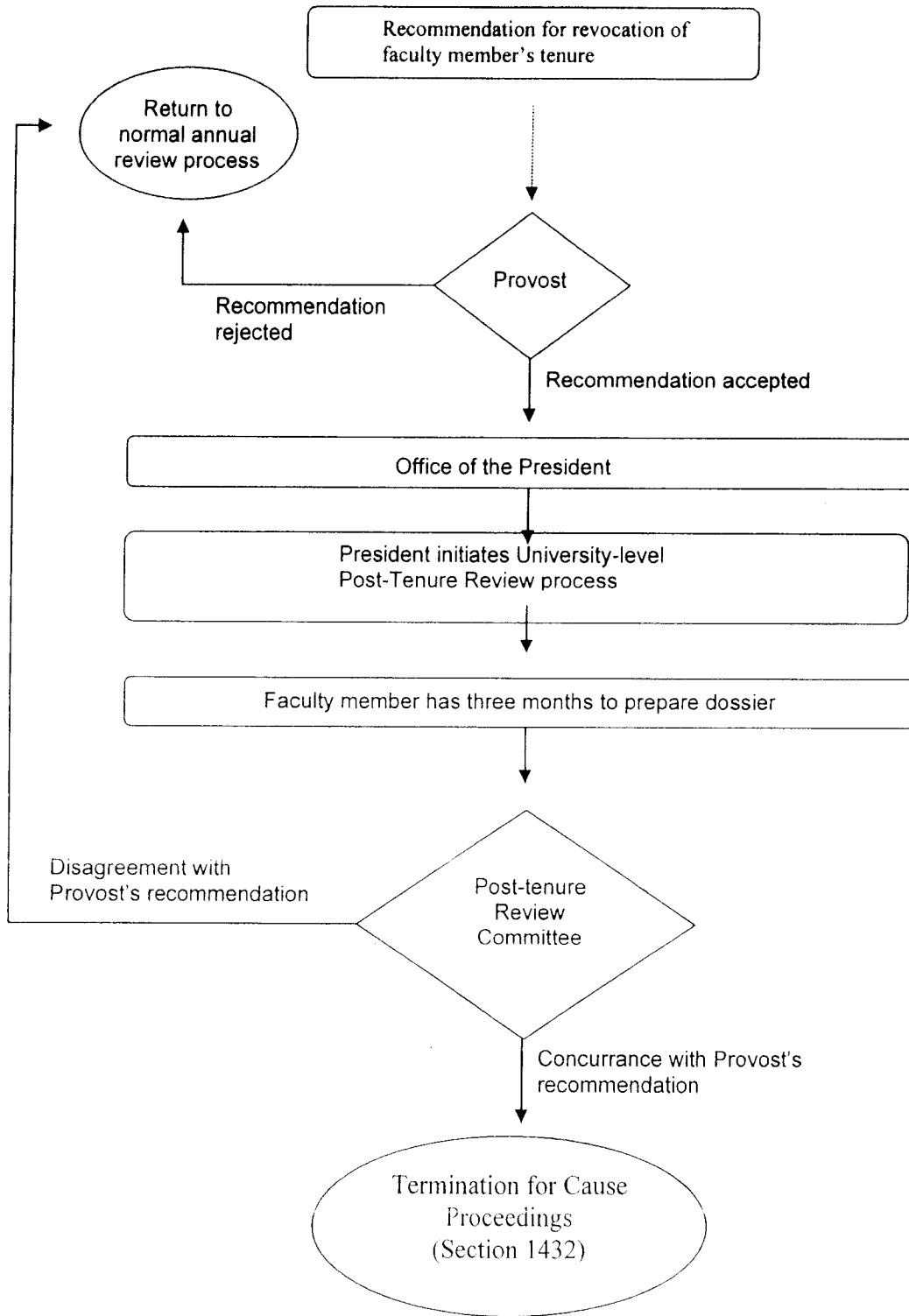
Washington, DC 20036-1120

Programs accredited/dates: BSN and MN degree programs both accredited for 10 years following self-study report during Summer 1998 and site visit in Fall 1998

Specific results: Fully accredited until June 2009. Next site visit Fall 2008; next self-study due Summer 2008; the mid-term Continuous Improvement Progress Report was submitted in December 2003 and the Board of Commissioners provided a letter to the College of Nursing dated May 20, 2004 indicating that both programs continue to meet all accreditation standards.

Flowchart for Post-Tenure Review





Attachment I

Electronic full-text journal packages and electronic databases

Full e-text Journal Packages / # of Titles

ACM Digital Library	253
Acoustical Society of America	1
American Association of Physics Teachers	2
American Chemical Society (web edition)	34
American Chemical Society Archives	32
American Fisheries Society	4
American Geophysical Union	11
American Institute of Physics (includes Archives)	8
American Mathematical Society	8
American Physical Society includes PROLA (Archive)	
American Physiological Society	12
American Society of Animal Science	1
American Society of Civil Eng	30
American Society of Mech Eng (includes ME Mag)	20
American Society for Microbiology	11
Annual Reviews	29
BioOne + The Arabidopsis Book (A serial)	65
Blackwell Synergy	336
Cambridge University Press	175
CSIRO (Commonwealth Scientific...)	5
Dekker	82
Elsevier Journals (+ Academic Press) (1477+ 182)	1659
+6 Elsevier Backfiles Inorganic Chem, Organic Chem, Neuroscience, Earth & Planetary Sci, Psychology, Agricultural & Biological Science	
Emerald Journals	135
Geological Society of America	3
IEEE AASP Electronic package	117
IEEE Spectrum online	1
Institute of Physics (IOP)	65
IOP Archives 1896-1991	
JSTOR - Arts & Science I (117 total)	117
JSTOR - Arts & Science II (122- 9 overlapping)	113
JSTOR - Ecology & Botany (29 - 6 overlapping)	23
JSTOR - General Science (7 total)	7
JSTOR - Business (46 - 26 overlapping)	20
JSTOR - Lang & Lit (46 - 13 overlapping)	33
Kluwer	793
MUSE	219
National Academy of Sciences	1
Nature	1
Optical Society of America (OSA)	10
Oxford University Press (EMBO moving to Nature)	33
Royal Chem Society - option B	6
Science	1
SIAM Journals	13

Society for General Microbiology 5
University of Chicago Press 32
Springer Journals 481
Wiley Journals 172

TOTAL discrete journal titles 5187

Indexes and Databases

Academic Search Premiere
Agricola
American History & Life
AMICO \$5,888
Art Abstracts \$4,790
Applied Science & Tech Abs
Avery
Beilstein
Bio&Ag Index
Biological Abstracts
Books in Print
Business Source Prem
(Ebsco)
CAB Direct
CCH Tax Research Network
CINAHL

Criminal Justice Abstracts
CSA Environment Group
Current Index to Stats
E*Subscribe (ERIC Docs)
EconLit
Ei Compendex
FirstSearch Base
Gale Literary Databases
GeoRef
Grove's Dictionary of Music
Historical Abstracts
Hoovers
INSPEC
InfoTrac (Gale)
LexisNexis Academic
MathSciNet

MLA Bibliography
Oxford English Dictionary
Oxford Reference online
Philosophers' Index
PROMT
PsycInfo
REVEAL (Ingenta contents
updates)
Web of Science/SCI/SSCI
SPORTDiscus
Stat-USA
Wilson Biographies
Zoological Record

Attachment J

Accreditation Status Update Standard Seven - Finance - Exhibit One Comparison of Six-Year General Operations Budget Trends

Rev: 8.06.04

	1998	2004	Change
Total FTE Student Annual Tuition & Fees			
Resident Undergraduate	2,677.40	4,145.10	54.82%
Nonresident Undergraduate	7,776.20	12,707.10	63.41%
Total Student FTE			
Resident	7,490	8,138	8.65%
WUE	194	484	149.48%
Nonresident	2,525	2,042	-19.13%
Total	10,209	10,664	4.46%
General Operations Revenue			
General Fund & Millage for Education	33,978,320	39,145,407	15.21%
for Research & Public Service	1,567,285	1,254,012	-19.99%
Tuition & Misc	32,228,507	52,150,939	61.82%
Total Net Revenue	67,774,112	92,550,358	36.56%
Fee Waivers	2,857,724	5,571,309	94.96%
Total Gross Revenue	70,631,836	98,121,667	38.92%
Education Gen Fund / Resident FTE	4,536	4,810	6.03%
Net Education Expenditures / Student FTE	6,485	8,561	32.01%
	33,978,320	36,645,407	7.85%

This shows the BASE Gen Fund for FY04, less the \$2,500,000 added revenue we transferred from FY05.



MONTANA STATE UNIVERSITY ORGANIZATION CHART

