

2009

Comprehensive
Self-Study Report

MONTANA STATE UNIVERSITY



Prepared for the Northwest Commission on Colleges and Universities
Bozeman, Montana, October 5-7, 2009

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Glossary of Abbreviations

Abbreviation	Term	Standard
A&E	Architecture and Engineering	8
AAHC	Accreditation Association for Ambulatory Health Care	3
AACRAO	American Association of College of Registrar's and Admissions Officers	3
AA/EO	Affirmative Action Equal Opportunity	6
AAUP	American Association of University Professors	4, 9
ACUHO-I	Association of College and University Housing Officers-International	3
ADA	Americans With Disabilities Act	3, 8
ADAAG	ADA Accessibility Guidelines	8
AED	Automated External Defibrillators	8
AFSCME	American Federation of State, County, and Municipal Employees	6
AHEAD	Association on Higher Education and Disability	3
AISTI	Alliance for Information Science and Technology Innovation	5
ANT	Alert Notification Team	3
AOC	Assessment and Outcomes Committee	2
AP	Advanced Placement	2
APA	American Psychological Association	3
APR	Academic Progress Rate	3
ARC	Agricultural Research Center	5
ARL	Association of Research Libraries	5
ASGL	Association of Shared Governance Leaders	6
ASMSU	Associated Students of Montana State University	3, 4, 6, 8
ATAC	Academic Technology Advisory Committee	5
AY	Academic Year	3, 4
BART	Behavior Assessment and Response Team	3
BATE	Borderless Access to Training and Education	2
BCR	Bibliographical Center for Research	5
BEST	Buy-out for Enhancing Scholarship and Teaching	4
BIA	Bureau of Indian Affairs	7
BOR	Montana University System Board of Regents	1, 2, 3, 4, 5, 6, 7, 8, 9
BPR	Business Process Redesign	7
BSI	Big Sky Institute	8
CA	Community Assistant	3
CASE	Council for Advancement and Support of Education	7
CCC	Core Curriculum Committee	2
CCIS	College Consortium for Interantional Studies	2

CC/IFTE	Course Credits/Instructional Full Time Equivalent	4
CDS	Common Data Set	1
CEM	Certified Energy Manager	8
CEO	Chief Executive Officer	6
CEPAC	Classified Employees Personnel Advisory Committee	4
CERC	Core Equivalency Review Committee	2
CERT	Community Emergency Response Team	3
CETF	Campus Expectations Task Force	5
CEU	Continuing Education Units	2, 3
CFAC	Computer Fee Allocation Committee	5, 8
CHE	Commissioner of Higher Education	6, 8
CIS	Contemporary Issues in Science	3
CISES	Career, Internship, and Student Employment Services	3
CIEQ	Course/Instructor Evaluation Questionnaire	4
CIO	Chief Information Officer	5, 6
CLEP	College Level Examination Programs	2
CLTW	Center for Learning and Teaching in the West	2
COPS	Clery Operations and Public Safety	3
CPS	Counseling and Psychological Services	3
CPI	Consumer Price Index	5
CSI	College Student Inventory	3
CSRDE	Consortium for Student Retention Data Exchange	1
CSWC	Campus Safety and Welfare Committee	3
CUPA	College & University Professional Association	1, 6
C2C	CORE 2.0	2
DAO	Diversity Awareness Office	3
DDC	Dewey Decimal Classification	5
DGE	Division of Graduate Education	2, 3
DoS	Dean of Students	3
DRVS	Disability, Reentry, and Veteran Services	3
DSS	Disabled Student Services	3
DSA	Division of Student Affairs	3
EADA	Equity in Athletics Disclosure Act	3
EBI	Educational Benchmarking, Inc.	3
EFAC	Equipment Fee Allocation Committee	5
ELI	English Language Institute	2
ENS	Emergency Notification System	8
EOC	Emergency Operation Center	3
EOC	Executive Oversight Committee	8
EPSCoR	Experimental Program to Stimulate Competitive Research	5
ERM	Emergency Response Team	3

ESIG	EPSCoR Science Information Group	5
ETAC	Enterprise Technology Advisory Committee	5
ETD	Electroning Thesis and Dissertation	2
EU	Extended University	2
FAFSA	Free Application for Federal Student Aid	3
FAS	Financial Aid Services	3
FCI	Facilities Condition Inventory	8
FFP	Family and Financial Planning	2
FGH	Family and Graduate Housing	3
FH	Faculty Handbook	6
FIPSE	Fund for the Improvement of Postsecondary Education	4
FISAP	Fiscal Operations Report and Application to Participate	7
FPDC	Facilities Planning, Design, and Construction	8
FS	Faculty Senate	6
FSAC	Facilities Services Advisory Committee	8
FTE	Full Time Equivalent	2, 5, 7
F&A	Facilities and Administrative	4, 7
FY	Fiscal Year	1, 4, 5, 7
FYI	First Year Initiative	3
GAAP	Generally Accepted Accounting Principles	7
GASB	Government Accounting Standards Board	7
GLBT	Gay Lesbian Bi-sexual and Transgender	3
GPIDEA	Great Plains Interactive Distance Education Alliance	2
GRA	Graduate Research Assistant	2
GTA	Graduate Teaching Assistant	2, 3
HB	House Bill	7
HB 4	House Bill 4	5
HFC	Marga Hosaeus Fitness Center	3
HP	Health Promotion	3
HR/AA	Affirmative Action/Human Resources	4, 6
HR/PPS	Human Resources/Personnel and Payroll Services	6
HRSA	Health Resources and Services Administration	3
IACS	International Association of Counseling Services	3
ICBA	Independent College Bookstore Association	3
ICE	Internet Course Exchange	2
IDF	Intermediate Distribution Facility	5
IFC	Intra-Fraternity Council	3
INRA	Inland Northwest Research Alliance	2
IRS	Internal Revenue Service	7
ISEP	International Student Exchange Program	2
IRHA	Inter-hall Residence Hall Association	3

IT	Information Technology	2, 3, 4, 5
ITGC	Information Technology Governance Council	5
ITC	Information Technology Center	1, 5, 7, 8
ITSS	Information Technology Support Specialist	5
KPI	Key Performance Indicator	1, 3
LAD	(Montana) Legislative Audit Division	7
LEAP	Long-term Education Administrator Program	2, 5
LEAP	Leadership, Education, Ability, Potential	2, 5
LOC	Library of Congress	5
LRBP	Long Range Building Program	7, 8
LRCDP	Long Range Campus Development Plan	8
LSG	Large Store Group of the National Association of College Stores	3
M	Million	4, 7
MAES	Montana Agricultural Experiment Stations	6, 8
MAS	Montana Associated Students	6
MCA	Montana Code Annotated	7
MCIS	Montana Career Information System	3
MNA	Montana Nurses Association	6
MOM	Montana Operations Manual	7
MOR	Museum of the Rockies	8
MOU	Memoranda of Understanding	2, 8
MPEA	Montana Public Employees Association	6
MEPI	Middle East Partnership Initiative	2
MEXT	Japanese Ministry of Education	2
MIP	Minor in Possession	3
MSSE	Master of Science in Science Education	2
MSU	Montana State University–Bozeman	1, 2, 3, 4, 5, 6, 7, 9
MSU-COT	Montana State University College of Technology	8
MTGEC	Montana Geriatric Education Center	2
MUS	Montana University System	1, 2, 3, 4, 6, 7, 8, 9
MUSSA	MUS Staff Associations	6
NCHEMS	National Center fo Higher Education Management Systems	7
NFPA	National Fire Protection Agency	8
NIRA	National Intercollegiate Rodeo Association	3
NPTT	Northern Plains Transition to Teachers	2
NRSRO	Nationally Recognized Statistical Rating Organizations	7
nsf	Net Square Feet	8
NSSE	National Study of Student Engagement	1, 2, 3
NTEN	National Teachers Enhancement Network	2

NWCCU	Northwest Commission on Colleges and Universities	2, 3
OCHE	Office of the Commissioner for Higher Education	3, 4, 6, 7, 8
OCI	Office for Community Involvement	3
OCLC	Online Computer Library Center	5
OCPA	Office of Communications and Public Affairs	9
OCR	Office of Civil Rights	3
OFS	Office of Facilities and Services	3, 8
OIP	Office of International Programs	2, 3
OMB	Office of Management and Budget	7
O&M	Operations and Maintenance	8
OPI	Office of Public Instruction	2
OPA	Office of Planning and Analysis	1, 6, 9
OR	Office of Retention	3
OSA	Office of Student Activities	3
OSP	Office of Sponsored Programs	4, 7
OSU	Oklahoma State University	1, 4
OTO	One time only	7
PAC	President's Advisory Council	6
PEC	President's Executive Council	7
PEPB	Postsecondary Education Policy and Budget subcommittee	6
PI	Principle Investigator	4, 7
PLI	Public Lands Institution	8
PQO	Productivity, Quality, and Outcomes Agreement	4
PTAC	Parking and Transportation Advisory Committee	8
P&T	Promotion and Tenure	4
RA	Resident Assistant	3, 8
RAP	Research Assistance Program	5
RD	Resident Director	3, 8
RL	Residence Life	3
RLD	Residence Life Director	3
RSF	Recreational Sports and Fitness	3
R&R	Repair and Replacement	3
RSFAB	Recreational Sports and Fitness Advisory Board	3
SCC	Student Code of Conduct	3
SCH	Student Credit Hours	2, 4
SCUP	Security for College and University Planning	8
SEC	Securities Exchange Commission	7
SHS	Student Health Services	3
SMC	Space Management Committee	8
SPBC	Strategic Planning and Budget Committee	4

SPC	Strategic Planning Committee	1, 2, 3, 4, 6, 7, 8
SPOC	Planning & Analysis and Student Progress Oversight Committee	3
STIP	Short Term Investment Pool	7
SUB	Student Union Building; Strand Union	3, 5, 7, 8
TAG	Threat Analysis Group	3
TFBP	Trust Fund Bond Pool	7
T/LC	Teaching/Learning Committee	2, 4,
TRIO SSS	TRiO Student Support Services	3
UBS	University Business Services	7
UFPB	University Facilities and Planning Board	8
UFS	University Food Service	3
UGC	University Graduate Council	2
UGSC	Undergraduate Studies Committee	2
UM	University of Montana	6, 7
UPBAC	University Planning, budget, and Analysis Committee	1, 3, 4, 5, 6, 7, 8, 9
UPD	University Police Department	3
UPMIFA	Uniform Prudent Management of Institutional Funds Act	7
UPTC	University Promotion and Tenure	4
USA	User Support Agreement	8
USED	United States Department of Education	3
UTAC	University Technology Advisory Committee	5
UWA	University of Western Australia	2
VMB	Veterinary Molecular Biology	4
VOICE	Victim Options in the Campus Environment	3
VP	Vice President	6
VP for GE	Vice Provost for Graduate Education	2
VPR	Vice President for Research, Creativity, and Technology Transfer	4
VSA	Voluntary System of Accountability	1
WTI	Western Transportation Institute	5
WUE	Western Undergraduate Exchange	7
WWAMI	Wyoming, Washington, Alaska, Montana, Idaho	2, 5



Letter from the President

Montana State University is pleased to present this self-study to the evaluation committee for the Northwest Commission on Colleges and Universities.

Over the past ten years, Montana State University has focused on engaging the entire campus community in supporting student success. This priority is prominently reflected in our mission, which includes the following:

- 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 these ends, the university implemented Core 2.0 in 2004, an undergraduate core curriculum emphasizing critical thinking and communications skills across the disciplines. The curriculum prepares students for the challenges of a world where the sciences and humanities are fundamentally connected. Key to the curriculum is that every undergraduate participates in a research or creative experience to equip them with the problem-solving skills that will be critical to their success after college.

This emphasis on a research or creative experience for students is a cornerstone of the university's mission to integrate teaching with the discovery of knowledge. This commitment is vital to our efforts to enrich the traditional academic experience for undergraduate students by providing hands-on active learning opportunities. And the infrastructure for offering these experiences is the university's growing research enterprise, which has increased from \$61 million in 2000 to an all-time high of \$103 million in 2006. That same year, the Carnegie Foundation for the Advancement of Teaching classified MSU as one of 96 research universities with "very high research activity." MSU is the only research institution with this classification in the five-state region of Montana, Wyoming, Idaho, and North and South Dakota.

For students, the growth in research has meant a significant increase in the number of opportunities available to them. In 2008, university research provided \$7.96 million in undergraduate and graduate salaries, scholarships, and fellowships. To date, 49 MSU students have won the prestigious Barry M. Goldwater Scholarship, the nation's premier scholarship for undergraduates studying math, natural sciences, and engineering. MSU is currently ranked 11th in the nation for the number of Goldwaters earned, just behind Yale and MIT.

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In accomplishing our mission, we remain committed to the wise stewardship of resources through meaningful assessment and public accountability. To that end, I am very proud of the culture of shared governance that has matured at MSU in the past decade and become a part of the fabric of the university. Our shared governance processes provide the opportunity for students, faculty, and staff to work collaboratively to address the many issues facing the university.

One of the most important shared governance bodies is the University Planning, Budget & Analysis Committee, which consists of 25 members – including student and community representatives. The committee ensures our fiscal resources are allocated in line with our strategic priorities. A recent focus of this committee has been recommending how a projected \$1 million shortfall for FY10 should be incorporated into our operating budget for the university.

This self-study represents contributions from the entire university community. It was an enormous undertaking by the many faculty and staff who helped in its creation. We look forward to the review by the Northwest Commission on Colleges and Universities and to your recommendations for changes, that could contribute to our future success.

Sincerely,

A handwritten signature in black ink, appearing to read 'Geoffrey Gamble'.

Geoffrey Gamble
President

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Preface

Preface



PHOTO BY STEPHEN HUNTS

Dr. Joseph Fedock, Senior Vice-Provost was named by President Gamble to head MSU's re-accreditation process and to be the institution's liaison with the Northwest Commission. Bruce Morton, former Dean of Libraries and current Associate Director of the MSU Honors Program was appointed to assist him in leading the work on the accreditation self-study.

Early in December, 2007, President Gamble invited those who came to comprise the Accreditation Steering Committee to participate. Members of the Steering Committee were chosen on the basis of their knowledge of the particular standard topic and their ability to marshal and motivate others to successfully accomplish the work relating to the self-study.

The Steering Committee first convened mid-January, 2008 to begin the work that led

to this self-study. At this time there was an article released through the University News Bureau to internal and external constituencies via various media, which spoke about what the accreditation cycle, what accreditation is, and the process that MSU was utilizing.

The steering committee decided, with the blessing of President Gamble, to shape its self-study by strictly adhering to the format and substance outlined in the NWCCU's *Accreditation Handbook*. In so doing it would tell a story of a decade of progress, a spartan fiscal environment, a dedicated faculty and staff, the Montana ethic of hard work, great productivity, and the stress inherent in such an environment.

The Steering Committee set about establishing a liaison with the Information Technology Center to establish an accredi-

tation web site, through which information relating to accreditation preparation could be shared with the campus community and public in general. The accreditation web site (<http://www.montana.edu/accreditation/>) was brought online in April, 2008. Drafts of the report by standard and the aggregate results of the self-study surveys of staff were promptly posted on the web site and announced to the campus community would the request to feedback.

The steering committee twice comprehensively reviewed and discussed draft iterations of drafts of the self-study, with the intent that the various threads represented by each standard would be woven into whole cloth, accurately depicting Montana State University in its entirety.

Many people, reflecting a broad array of institutional constituencies, have been involved in managing, conducting, and producing MSU's accreditation self-study. The individuals who comprised the Steering Committee were charged with assembling a work group for the standard to which they are assigned responsibility to respond to the various points outlined in the *NWCCU Accreditation Handbook*. In addition to those individuals listed as "contributors", hundreds of others responded to surveys administered electronically in October, 2008 to faculty, professional staff, and classified staff; the results of these surveys has substantially informed the self-study. Under the aegis of the faculty Senate, focus groups of Faculty Senate members and department heads were also conducted so as to gain further insights from these key leadership groups.

MSU's goal for its self-study was to take an introspective snapshot of the university. The commitment was to be accurate and frank. While it should be evident that the entire MSU community takes great pride in that which it has accomplished, it is hoped that what is learned in the process of doing the self-study and from the self-study report, will position MSU to become even better. In this vein, it should be apparent that the concerns expressed by the NWCCU visitation team in 1999 and the recommendations conveyed in the NWCCU "Fifth-Year Interim Report" in 2004 have been heeded and that there is evidence of remediation to the extent that it has been within the power and means of the university to be responsive.

With this self-study it is recognized that there is an opportunity for stock taking in regard to the university's commitment: to shared governance, to open and transparent budgeting, to a process of continual dynamic strategic planning, to the conflation of undergraduate education and research/scholarship/creativity, and general accountability to all constituencies. Although unknown at the outset of work on the self-study, President Gamble's announcement of his pending retirement, will give the self-study an added usefulness as a *de facto* baseline for his successor.

Contributors

Steering Committee

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Eligibility Requirements

Montana State University (MSU) meets the eligibility requirements of the Northwest Commission on Colleges and Universities (NWCCU) for consideration of reaffirmation of accreditation. The 20 eligibility requirements, representing an expected level of performance or pre-condition related NWCCU Standards and/or Policies, are addressed as follows:

Authority. MSU is authorized by the Montana University System Board of Regents to grant degrees at the undergraduate and graduate levels. The Montana Constitution contains appropriate language authorizing the Board of Regents with powers and responsibilities to oversee the operation of MSU.

Mission and Goals. The Mission Statement for MSU has been formally adopted by the Montana Board of Regents, and is periodically reviewed. As the land-grant university for the state, MSU's mission is well defined and is focused on the tripartite purpose of providing undergraduate and graduate educational programs; conducting research and creative activity; and providing service through outreach to the state, region, and nation.

Institutional Integrity. MSU is committed to nondiscrimination towards students, staff, faculty, and other constituencies. Its policies are administered with respect towards the individual and it does not discriminate on the basis of age, race, ethnicity, gender, sexual orientation, marital status, religion, creed or political belief, mental or physical handicap or disability, or veteran status in admission, access to, or conduct of, its educational programs and activities, nor in its employment policies and practices.

Governing Board. The authorized governing board for MSU is the Montana Board of Regents, composed of seven (7) voting members appointed by the Governor. Those members serve seven (7) year terms, except for the student member who serves one (1) year. Members of the Board have no contractual, employment, or personal financial interest in MSU.

Chief Executive Officer. MSU is guided by a President, appointed by the Board of Regents, who is a full-time employee of the institution. The President does not serve as a member of MSU's governing board.

Administration. Appropriate levels of administrative and support services are provided by MSU towards achievement of its mission and goals. Its resources are committed in support of its goals and objectives, with the educational advancement of its students as among the highest of priorities.

Faculty. MSU employs full-time and part-time faculty, adequate for the educational levels offered, including a core of full-time, professionally qualified faculty representing every discipline in which it offers major work. Through its organizational and governance structures, MSU faculty members are engaged in development of institutional policy and academic planning. Faculty members are evaluated in a periodic and systematic manner and faculty workloads reflect the fundamental mission and goals of MSU.

Educational Program. MSU offers baccalaureate, master's and doctoral degrees, in recognized fields of study consistent with its mission. Those degrees are granted through seven (7) academic colleges of the university with appropriate levels of quality and rigor commensurate with the degree offered. The programs are structured with sufficient content and length, utilization of library and information resources, and levels of faculty-student interaction that help ensure program quality.

General Education and Related Instruction. All baccalaureate programs at MSU require the completion of a general education core, designated CORE 2.0, with required elements in communication, quantitative reasoning, arts, humanities, natural sciences, social sciences, diversity, and a research/creative experience. These baccalaureate degrees additionally require a prescribed program of specialized study appropriate to each degree program.

Library and Learning Resources.

Through the operation of its core library facility, Renne Library, and its centralized and de-centralized information technology resources, MSU provides appropriate services for students and faculty for meeting its mission and supporting its educational program. Those resources are diverse, continually updated, and sufficient in breadth and depth to provide a quality learning experience.

Academic Freedom. MSU values and encourages the academic freedom of its faculty and students. Through its policies and practices, the university provides an academic environment that supports open dialogue among all constituencies, and maintains an atmosphere of intellectual freedom and independence.

Student Achievement. Educational objectives and learning outcomes for each program are identified and published in the MSU 2008-2010 Course Bulletin, on appropriate MSU web sites, and/or in individual department materials. By means of its assessment and outcomes program, MSU demonstrates that students achieve stated learning outcomes.

Admissions. MSU is consistent in the application of its student admissions policies, specifying the required qualifications for its degree programs. These policies and procedures are appropriately documented on websites and in printed materials, and its practices are congruent with Board of Regents policies.

Public Information. Through a variety of electronic and printed sources, MSU disseminates current information to all constituencies regarding its purpose and objectives. Specifically, significant effort is devoted to informing new and current students regarding rights, responsibilities and regulations impacting their educational programs and activities.

Financial Resources. MSU practices responsible financial planning and development in support of its mission and goals, by demonstration of an annual balanced budget for general operating funds, and an appropriate level of debt service.

Financial Accountability. The institution's financial records are externally audited on a regular basis by the Montana Legislative Audit Division. This division provides an audit report of unqualified opinion that includes findings and recommendations.

Institutional Effectiveness. The planning and evaluation processes for MSU are systematically applied, and the results of these assessments are published at appropriate periods. Through its governance structure, MSU ensures that all constituencies are apprised of its fulfillment of mission and achievement of goals.

Operational Status. MSU meets this requirement by virtue of the operation of its educational programs for students pursuing its degree offerings.

Disclosure. The institution discloses to the NWCCU all information required for the purposes of evaluation and accreditation functions.

Relationship With The Accreditation Commission. MSU accepts the policies and standards of the NWCCU, and agrees to comply with these standards and policies as currently stated or as modified in accordance with due process. MSU continues to be responsive to requests from the Commission for accreditation-based information, and agrees that the NWCCU may, at its discretion, make known to any agency or members of the public the nature of any action regarding its status with the Commission. MSU has been in operation since 1893 and has adhered to the standards of its regional accrediting body since its initial accreditation in 1932.

Historical Context

The following historical sketch uses the literal building of the university as a touch point to provide insight into the emphases and priorities at particular points in time. From its inception in 1893 until the present, as Montana's land-grant institution, Montana State University has served the citizens of Montana via its teaching, research, and outreach (especially through its Extension Service). The university has been dynamic as it has steadily built its contract with the people of Montana: as it has built its physical infrastructure, its curricular and research programs, its reputation, and its vision of the future. For much of its history, MSU has done this in partnership with the Northwest Commission. A landmark in the university's evolution came in April 1932, when what was then called Montana State College received its original accreditation from the Northwest Association.

The Land Grant Act, passed by Congress in 1862, provided "the endowment, support and maintenance of at least one college in each state where the leading objective shall be, without excluding other scientific or classical studies, to teach such branches of learning as are related to agriculture and the mechanic arts, as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." In 1881, 46,000 acres were deeded to the territory of Montana to help endow a university. The Hatch Act of 1887 further authorized the

sale of additional public lands to help endow a university. The following year, the Enabling Act (enabling Montana to become the 41st state in 1889) provided 140,000 additional acres for a college of agriculture and mechanic arts. The Second Morrill Act in 1890 appropriated \$15,000 annually to each land-grant college and an additional \$1000 per year until the sum reached \$25,000.

In February 1893, Montana Governor John E. Richards signed a bill establishing the Agricultural College of the State of Montana in Bozeman. The first session commenced in April with eight students in attendance; the college catalog used the title Montana College of Agriculture and Mechanic Arts. The following year, the college's first building was completed—the Experiment Station Building subsequently named Taylor Hall for J.C. Taylor, leader of the Montana Extension Service in the 1920s through the 1940s. 1898 saw the completion of the campus's signature building, Old Main, which became Montana Hall in 1914. (This building today houses the offices of the core university administration.)

The new century brought the completion of the Agricultural Building (also known as Morrill Hall) in 1968; it was renamed Linfield Hall for Frederic B. Linfield, director of the agriculture experiment station and dean of the College of Agriculture from 1913 to 1937. Linfield Hall continues to serve the university to this day. The institution's name was officially changed in March 1913, to Montana State College of Agriculture and Mechanic Arts. By 1921 the name Montana State College was being used in the catalog.



The "roaring" 1920s saw a surge in building that transformed the physical college into the campus that we now recognize as Montana State University. A Chemistry building, subsequently named Traphagen Hall, was completed in 1920; it now houses the Earth Sciences and Psychology departments. The Engineering Building, subsequently named Roberts Hall, was completed in 1922, as was the Engineering Shop Building, which was subsequently named Ryon Laboratories (it would later be demolished in 1996 to make room for the Engineering/Physical Sciences Building). Also completed in 1922 was The Gymnasium, subsequently named Romney Gymnasium. 1922 also saw completion of the Biology Building, Lewis Hall. The Outdoor Recreation Center (originally Beef Cattle Barn, then S.O.B. Barn) came into service in 1924. Herrick Hall was completed in 1926. With the exception of Ryon Labs, all of these buildings continue in service today.

As might be expected, the depression decade of the 1930s was a period of relatively little campus growth. However, the 1940s saw two important additions to the campus' infrastructure: one at the beginning and the other at the end of the decade. In 1940 the Strand Union Building (Student Union Building or SUB) was completed, and in 1949 the new library (later to be named for the university's sixth president, Roland R. Renne) was put into service. Both buildings continue to serve the university today, the SUB having been several times renovated and expanded and the Renne Library having been greatly enlarged in 1961 and renovated during 2001 and 2002.

Campus expansion accelerated during the 1950s, 1960s, and especially the 1970s. A Math-Physics Building (subsequently named A.J.M. Johnson Hall) came to fruition in 1954; the Brick Breeden Field House, at the time the largest domed edifice of its kind, was completed in 1958. The Business and Education Building, Reid Hall, was completed in 1959. The Cooley Laboratory was constructed in 1960, followed the next year by the completion of a Chemistry Building, Gaines Hall, which is currently being

expanded and renovated. In 1965, in the midst of this growth spurt, the name of the institution was officially changed to Montana State University; this name change was consistent with what was happening with land-grant institutions nationally. The campus continued to grow during the 1970s. Cobleigh Hall, a new Engineering building, was constructed in 1970. 1973, a banner construction year, saw the completion of the Hosaeus Health and Physical Education Center (this facility would be renovated and enlarged, funded by student fees, in 2006 and 2007); the construction of the Music Building, Howard Hall; the construction of the Museum of the Rockies at its present location; the construction of the Reno H. Sales Stadium; the construction of Sherrick Hall, which houses the College of Nursing; and the construction of Leon H. Johnson



Hall, housing offices and science labs. The following year, 1974, the Architecture Building, Cheever Hall, and Haynes Hall, both part of the Creative Arts Complex, were constructed. In 1976 the Liberal Arts Building, Wilson Hall, was completed.

In 1977, Dr. William J. Tietz, Jr. became MSU's ninth President (he would serve until 1990). President Tietz's tenure was momentous in several respects. He brought to his presidency an unprecedented emphasis on transforming MSU into a modern research university. This vision was a catalyst in bringing to fruition, under the auspices of the MSU Foundation, the building of the Advanced Technology Park that is located adjacent to campus to the west. This commitment to research as a hallmark of the university has been sustained and enlarged by Tietz's successors, Presidents Malone and Gamble. President Tietz's desire to redirect vision and resources in modernizing the university's agenda was met with concern and resistance by some members of the university's agriculture-oriented "old guard." Such concern inevitably grew into a fractious relationship between President Tietz on one hand and Governor Schwinden and the legislature on the other. What was at issue was whether the university should serve as a driving force in Montana's future economy instead of merely supporting the state's traditional agricultural economy. These politics combined with a flagging economy made the late 1980s tough fiscal times for MSU.

In the last three decades, most large public universities have seen the gradual, incremental, albeit inexorable, shift from public funding to private funding. This has been the case for MSU as well, where funds appropriated by the legislature have become an increasingly smaller percentage of the university's overall budget in relation to tuition, fees, auxiliaries, grants and contracts, and private donations.

The new Visual Communications Building, located at the corner of South 11th Avenue and Grant Street was put into service in 1983; in 1984 KUSM began broadcasting from

this facility as Montana's Public Broadcasting System headquarters. In this capacity, MSU simultaneously fulfills two key components of its land grant mission: helping provide hands-on experience to educate MSU's Film & Television students as well as being a vibrant vehicle for outreach to the citizens of Montana. The station has thrived over the years in partnership with the University of Montana. In 2007, the Black-Box Theatre was added on to the building. Also completed in 1987 was the climate-controlled agronomy experiment laboratory, the Plant Growth Center, continuing the university's commitment to the support of Montana agriculture and a modern research agenda. A greatly expanded (60,000 additional square feet) Museum of the Rockies was opened in 1990, once again providing the citizens of Montana with a state-of-the-art facility that combined teaching, research, and outreach to the public.

Focusing on a fundamental commitment to graduate well-rounded students, the General Education Core was established as a requirement for all undergraduates in 1986. With the approach of the new millennium, there was a growing sense that the core had become stagnant and planning was begun in earnest to reconsider the substance of the core. From this effort Core 2.0 materialized, and was implemented in 2004.

Dr. Michael P. Malone became MSU's tenth President in 1991. His presidency saw two major buildings added to campus, which further solidified the melding of undergraduate education with a research agenda. In 1997, the Engineering & Physical Sciences Building was completed, and two years later the Ag/Bio-science Building came on line. Both of these facilities carried forth into the twenty-first century core instructional and research disciplinary areas. In celebration of the university's one-hundredth anniversary, the Centennial Mall, running through the center of campus, was completed in 1993; the mall improved the campus aesthetically as well as providing it with a psychological and physical axis.

A major event in the life of the university was the decision in 1994 by the Board

of Regents to restructure the Montana University System into two comprehensive universities—Montana State University and the University of Montana. The result of this reorganization was the affiliation of Montana State University with MSU-Billings (formerly Eastern Montana College), MSU-Northern (formerly Northern Montana College), and MSU-Great Falls (formerly Great Falls College of Technology). This reorganization has provided both opportunities and challenges for MSU.

The unexpected death of President Malone at the end of 1999, left the university to face the new millennium shaken and uncertain. In relatively short order, the Board of Regents appointed Dr. Terry P. Roark, President-emeritus of the University of Wyoming, to serve in an interim capacity until a new president could be recruited for the university. The ensuing search brought Dr. Geoffrey Gamble to Bozeman in December 2000, when he became the 11th President of the university.

President Gamble's confident and open style of leadership steadied the university as it recalibrated its vision and agenda. In an era of receding state funding for capital projects, entrepreneurial alternatives were sought that would allow the university to continue to pursue a vision of excellence in which undergraduate education and research would be symbiotic. Consequently, the Veterinary and Molecular Biology Building was built in the Advanced Technology Park; the structure was built by a private individual to specifications and then leased to the university in 2004; this

building houses the research enterprise of the Vet & Molecular Biology Department. In 2007 a new Chemistry/Biochemistry Building was completed, which is used primarily as a research and graduate education facility; this facility was constructed with facilities and administrative dollars from research grants and contracts. Currently under renovation/construction is a renewal of the Gaines Hall Chemistry building (funded with state dollars), which will be used primarily for undergraduate education, as well as a new Animal Research building (funded primarily with federal and private funds).

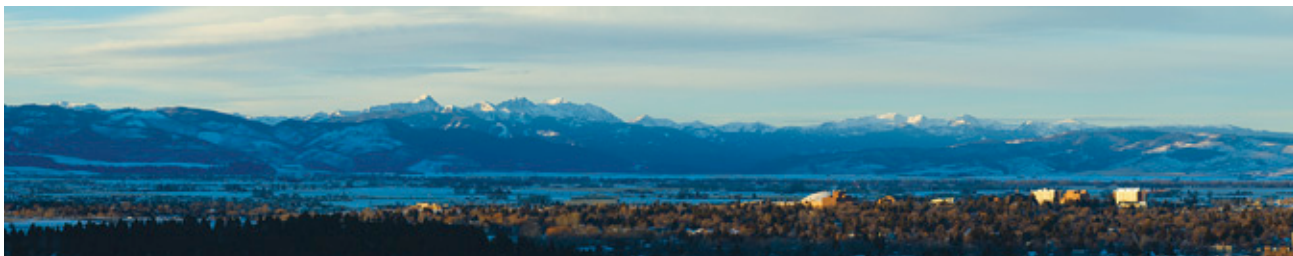
The preceding sketch of Montana State University's rich history is intended to do nothing more than convey that, from the beginning, the university has been sure of its singular mission to serve the people of Montana through its teaching, research, and outreach programs and that its accomplishment of that mission is dynamic and ongoing. The definitive comprehensive sources of information for this university history are:

In The People's Interest: A Centennial History of Montana State University, written in 1992 by Robert Rydell, Jeffrey Safford, and Pierce Mullen, in celebration of MSU's one hundredth anniversary;

A History: Montana State University, Bozeman, Montana, written in 1958 by Merrill G. Burlingame in celebration of MSU's seventy-fifth anniversary; and

Montana State College: 1893-1919, written in 1943 by Merrill G. Burlingame in celebration of MSU's fiftieth anniversary.

PHOTO BY STEPHEN HUNTS



Executive Summary

MSU has evolved significantly over the past decade in all areas related to its land-grant mission: teaching and learning; research, discovery and creative activity; and service and outreach to the community, the state, and the nation. That evolution is ongoing and dynamic, the details of which are described in the chapters of this self-study. The net result of this evolution, however, is that MSU is a substantially different university than at the time of its previous NWCCU full-scale evaluation.

The context of these evolutionary changes is one of stability of leadership and programmatic growth. Those attributes of MSU, however, are undergoing major changes with the recent and near future departures of the top two campus executives, who have each served in their positions for approximately a decade. Additionally, the current fiscal environment, both nationally and within the state, will challenge MSU to progress in the achievement of its growth initiatives. A final contextual factor is that MSU, for the first time in its history, will have collective bargaining units associated with both its tenurable and adjunct faculty.

This self-study report is organized such that major conclusions associated with the nine Standards are included at the end of each chapter. Additionally, planned institutional actions or responses to these conclusions are typically included in the chapter text. A summary of the key findings for each of the major Standards follows.

Institutional Mission and Goals, Planning and Effectiveness

MSU has a well-established and understood mission that is supported by an engaged governing board, and whose goals and vision are consistent with its resources. The establishment and continuing effective operation of a broadly-represented campus planning entity, the University Planning Budget, and Analysis Committee (UPBAC), has focused

on linking strategic planning with budget allocations. These efforts have become more data-driven over the past decade, with well-established metrics used to assist in resource allocations and university-level and programmatic planning and evaluation. Assessment mechanisms for institutional effectiveness, while still evolving, have been integrated into planning processes, as evidenced by the Five-year Vision Document, which is annually updated and revised. MSU's commitment to shared governance has helped to ensure that all planning processes are participatory and engage all appropriate constituencies.

Educational Program and Its Effectiveness

High quality educational programs at both the undergraduate and graduate levels in a broad range of areas befitting a comprehensive land-grant university are the essential core of MSU. Its educational programming efforts in recent years have focused on the integration of teaching and learning with the discovery of new knowledge. That emphasis upon integrating two elements of the land-grant mission at the undergraduate level represents a significant feature of the educational program at MSU. Given the substantial expansion of the university's research enterprise during the last decade, increased efforts have been devoted towards development and enhancement of graduate programs consistent with this research status.

Montana State University utilizes a decentralized model of assessment for its educational programs. That methodology has matured in recent years, with the assessment and evaluation activities associated with professionally-oriented degree programs typically being more robust and consistently implemented than those of other degree programs. Faculty members continue to play the central role in MSU's assessment program helping to assure continuous evaluation and improvement of its educational program.

Students

MSU has continued to develop and implement programs centered around the concept of student success. A broad array of campus-wide programs and services are focused on the recruitment, retention and graduation of students, in support of institutional goals. The physical and technological infrastructure of MSU has evolved substantially to help address the needs and expectations of a changing student body. These developments include major facilities renovations and substantial expansion of web-based student services. Given the changing demographics of the student population, MSU continues to be challenged to communicate effectively with and engage students in support of personal and academic development.

Faculty

Faculty members at MSU are qualified and strongly committed to their roles in advancing the mission and goals of the institution. A key element of that advancement has been the effective role of faculty within the shared governance structure of the university. As MSU has evolved into a more research-intensive institution, faculty roles have similarly changed, with processes such as promotion and tenure reviews reflecting that evolution of university direction.

Ongoing faculty salary and benefits disparities with our peer universities remain a significant challenge for MSU. Other significant issues impacting faculty include limited academic unit operating budgets, and appropriate support for faculty development programs.

Library and Information Resources

The Libraries at MSU appropriately supports the university's mission through its services to all constituencies, especially via its comprehensive electronic infrastructure. Through its budgeting process, the university has acknowledged the key role of The Libraries and Information Technology to the achievement and maintenance of its research status, and resources have been directed towards this

goal. The Information Technology Center (ITC) continues to evolve as an integrated component of the campus infrastructure. Areas of concern include inadequate space to house current or anticipated future staff and services in both The Libraries and ITC.

Governance and Administration

MSU's organizational structure is solid and functions satisfactorily. The Montana Board of Regents is appropriately engaged with the university and continues to exercise its designated authority. Shared governance and campus administrative structures remain effective and functional. However, communication of the results of shared governance and its accomplishments to all employees and other constituents is an area needing further attention. Additionally, coordination and effective communication among and between the governing board and the individual units of MSU remains a topic of ongoing work.

Finance

Fiscal planning and budgeting processes are participatory and well structured to address university goals. Experienced financial managers, both centrally and at department levels, help assure prudent stewardship of institutional assets. The development of standard business practices has enhanced management of MSU's debt service obligations. Enrollment management has evolved into a more analytical process, engaging all appropriate constituencies. MSU's increasing dependence upon tuition revenues, and relatively low level of state funding, is an area of growing concern. MSU has substantially increased its efforts in seeking extramural support, although a comprehensive campaign remains in the planning stages. Salaries and wages for all classes of employees are problematical, potentially impacting recruitment, retention, and morale.

Physical Resources

The physical infrastructure of the campus has been substantially impacted by major capital construction and renovation projects over the past decade. Development and enhancement of facilities, such as the Chemistry and Biochemistry Research Building, have been appropriate elements of the growth of MSU's research enterprise. Facilities Services implements well-structured policies and programs for the greater good of the state as well as the campus and local community. Deferred maintenance issues continue to be problematic, and significant challenges remain with respect to limited budgets for physical resources operations. Space utilization issues, especially with regard to instructional use, are requiring increased attention and the need for better coordination with academic initiatives.

Institutional Integrity

MSU has established appropriate policies and procedures for assuring equitable treatment of its employees and students. In its management and operations with all constituencies, MSU maintains high ethical standards. It reviews and revises its policies in a systematic fashion, engaging administration, faculty, and staff. An ongoing area of needed improvement is the effective communication of MSU policies to campus and external constituencies.



1

Institutional Mission and Goals, Planning and Effectiveness

Strategic Vision and Sustained Planning



1 Institutional Mission and Goals, Planning and Effectiveness Strategic Vision and Sustained Planning



PHOTO BY STEPHEN HUNTS

Standard 1A – Mission and Goals

1.A.1 The institution's mission and goals derive from, or are widely understood by, the campus community, are adopted by the governing board, and are periodically reexamined.

Montana State University–Bozeman (MSU) is one of eight campuses statewide for which the Montana University System Board of Regents (BOR) has responsibility. The board has delegated responsibility for institutional planning to the President of [MSU](#).^{1, 2, 3} MSU's Vision Statement, Mission Statement⁴, and Five-year Vision Document⁵ are all derived through an expansive structure of shared governance. They are adopted by BOR

and reviewed every three [years](#)⁶ or when significant changes require this oversight. The Vision and Mission Statements of MSU are long-term, semi-dynamic documents; the Five-year Vision Document is reviewed and updated on an annual basis. All of these documents are available to the public via the MSU website.

Dr. Geoffrey Gamble became the eleventh president of MSU in December of 2000. President Gamble's concept has been for a self-sustaining strategic planning process that is transparent, inclusive, and institutionally [self-directed](#).⁷ In February 2001, he established the University Planning, Budget, and Analysis Committee (UPBAC), emphasizing his commitment to shared governance including his expectations for an open and public planning process.

Montana State University 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.

This is evident in a statement taken from his website:

For Montana State University's future growth and success, we are establishing direct and permanent links between our planning and budgeting efforts. The University must identify specific, institutional priorities through our long range plan; develop strategic initiatives to achieve those priorities; guide all budget decisions with our priorities and strategies; and, regularly assess the success of our plans, strategies, and budget decisions. That is the goal of the Planning, Budget & Analysis Process that we initiated in February of 2001. Although the University Planning, Budget & Analysis Committee (UPBAC) is directly responsible for guiding all aspects of this new process, and developing the University's general operating budget each year, I expect this process to be open to, and inclusive of, the entire campus [community](#).⁸

Since its inception, UPBAC has been the key campus group driving MSU's planning and goal-setting process. It is the most basic avenue for campus constituencies to have input into the planning and budgeting process. For this reason, it is important to understand the committee's composition. UPBAC is chaired by

the Provost and Vice President for Academic Affairs; the vice chair is the Vice President for Administration and Finance.

All major campus constituencies are represented, and the committee includes one member from the Bozeman [community](#).⁹ The committee's charge is to:

Guide and coordinate the University's annual planning and budgeting process, and provide the President by the end of May each year, a balanced budget plan and related proposals and reports for the upcoming fiscal year.

To further involve the entire campus community in the mission and vision for MSU, on September 10 and 11, 2001, a group of over fifty institutional [leaders](#)¹⁰ including UPBAC members met to develop new Mission and Vision Statements for MSU. The outcome of that meeting became the basis for MSU's Mission and Vision Statements. *See sidebars.*

This planning retreat also identified the need for a new committee that would "develop and recommend a focused Strategic Plan, with specific institutional priorities and related assessment plans, for the [University](#)."¹¹ With this charge, the Strategic Planning Committee (SPC) was created. The leadership of MSU also wanted a more specific goal-setting document to help direct the annual planning and budgeting process.

To round out the planning process, UPBAC also asked the SPC to develop a SWOT [analysis](#)¹² evaluating MSU's capacity for [growth](#).¹³ During 2002, the SPC met [frequently](#)¹⁴ developing an all-encompassing [environmental scan](#)^{15, 16, 17} focusing not only on academic colleges but also on other key areas such as the Department of Graduate [Studies](#)¹⁸ and the Information Technology Center ([ITC](#)).¹⁹ The SPC evaluated the four elements of the SWOT analysis: internal strengths and weaknesses as well as external opportunities and threats. The committee reported its findings to the campus governance councils and [departments](#).^{20, 21}

Based on the preliminary research completed by the SPC, a key group of senior



PHOTO BY KEELY GORHAM

[executives](#),²² in July 2003, determined that a vision document comprised of a set of high-level goals would be established to provide general organizational direction. In September 2003, a group of 32 institutional [leaders](#)²³ met to address the question “What will MSU look like in five years if we continue to be successful?” The outcome of that meeting was a list of institutional goals that became the first iteration of MSU’s Five-year Vision Document. That document, in draft form, was discussed with numerous [departments](#)²⁴ and then presented in an open forum to the whole [campus](#).²⁵ After considering and incorporating feedback from various campus groups, a final version of the document was presented to UPBAC in the spring of 2004 for its approval. That approved document became the first MSU Five-year Vision [Document](#)²⁶ and covered the fiscal years 2004-09 (FY04/09).

Once the FY04/09 Five-year Vision Document was approved, UPBAC created a series of “Tactical Teams” to study each item in the vision document and to propose tactics to move MSU in the direction of the [vision](#).²⁷ Each team submitted a list of possible tactics to the SPC for its review and for forwarding to UPBAC. The SPC sorted tactics according to estimated cost and impact and developed a grid analysis for UPBAC to [consider](#).²⁸

The Tactical Team process was an effective way to start work on the new Five-year Vision Document, and it involved dozens of people from the campus community. However, it was judged to be too labor intensive to sustain as an annual process. In its place, UPBAC turned to SPC to update the Five-year Vision Document annually and to maintain the five-year [horizon](#).²⁹ The most current version of the document, approved by UPBAC in spring 2008, covers the years FY08 to [FY13](#).³⁰

1.A.2 The mission, as adopted by the governing board, appears in appropriate institutional publications, including the catalog.

BOR approved MSU’s Mission and Vision Statements at its January 2002 meeting. The board does not routinely revisit

such approvals unless significant changes in the Mission or Vision Statements are being [proposed](#).³¹

MSU’s Mission and Vision Statements and its Five-year Vision Document were all completed prior to the current BOR July 2006 Strategic [Plan](#).³² MSU executives provided [input](#)³³ and guidance in the development of the board’s plan. During MSU’s annual review of its Five-year Vision Document, strategies and tactics are reviewed and refined to accurately capture elements of BOR’s Strategic Plan. Therefore, MSU’s Mission and Vision Statements and its Five-year Vision Document are all continually consistent with BOR’s plan.

The Mission and Vision Statements appear in the online course [catalog](#).³⁴ They can also be accessed on the Planning and Analysis [webpage](#).³⁵ The Five-year Vision Document and archives of past versions are available [online](#).³⁶

1.A.3 Progress in accomplishing the institution’s mission and goals is documented and made public.

MSU is committed to being accountable to the public. The concluding line of MSU’s Mission Statement reads:

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

In support of this commitment, President Gamble’s 2008 Spring Address to the community featured the Five-year Vision Document and MSU’s progress on selected parts of the [document](#).³⁷

The Five-year Vision Document is divided into six sections:

1. Student body
2. Faculty and Staff
3. Curriculum
4. Research and Creativity
5. Partnerships, Outreach, and Alumni
6. Physical, Technical, Financial, and Service Infrastructure

Montana State University Mission Statement:

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.

Each area is composed of several goal statements. MSU has identified metrics to track nearly every one of these goals. These metrics are tracked each year and made available to the public on the Five-year Vision Document [website](#).³⁸ Each iteration of the Five-year Vision Document has its own set of metrics which are reported [separately](#).^{39, 40, 41} MSU's Office of Planning and Analysis publishes other performance data and benchmarks on its [website](#),⁴² which are available for public [viewing](#).⁴³ Where proprietary data are published, the information is available only from a campus IP address.

1.A.4 Goals are determined consistent with the institution's mission and its resources – human, physical, and financial.

Although UPBAC is ultimately responsible for approving the Five-year Vision Document, the goal-setting process originates with the SPC each year. To ensure that the goals are consistent with available resources, the SPC process involves both subject-level grassroots expert constituents and the institution's highest-level budget committee.

Throughout the academic year, members of the SPC meet with expert constituents on campus to discuss each goal. For example, enrollment goals will be discussed with representatives from Academic Affairs and Student Affairs. Based on those discussions, the entire SPC considers whether modifications to goals are desirable or needed. During spring semester, the modified document is presented to UPBAC for consideration. UPBAC is the campus group familiar with MSU's human, physical, and financial resources. Upon UPBAC approval, the new Five-year Vision Document is finalized and disseminated to the appropriate campus groups and published on the MSU website.

1.A.5 The institution's mission and goals give direction to all its educational activities, to its admission policies, selection of faculty, allocation of resources, and to planning.

MSU is a public institution and part of the statewide Montana University System (MUS). As such, some policy decisions are made at the BOR level rather than at the campus level. Additions or revisions to academic programs and admission standards are governed by BOR. Requests to offer new academic programs require BOR approval; documentation accompanying requests for approval must include evidence of adequate resources and consistency with institutional mission. Admission standards are also set by BOR. Admission standards are [modest](#)⁴⁴ and MSU has never turned away a qualified Montana resident which is consistent with the MSU Mission Statement:

To serve the people and communities of Montana by sharing our expertise and collaborating with others to improve the lives and prosperity of Montanans.

Montana has a projected decline in the number of high-school graduates over the next ten years, so space for qualified resident students is not likely to be a problem.

UPBAC is the campus committee most responsible for MSU's Mission and Vision Statements and its Five-year Vision Document. UPBAC is also responsible for allocation of resources including new faculty and staff positions to campus units. The strength of this arrangement is that educational, admission, faculty, and physical plant issues are integrated into institutional planning and budgeting via [UPBAC](#)⁴⁵.

1.A.6 Public service is consistent with the educational mission and goals of the institution.

Public service is one of the three [elements](#)⁴⁶ required of land-grant institutions and is directly referenced in MSU's Mission Statement.

To serve the people and communities of Montana by sharing our expertise and collaborating with others to improve the lives and prosperity of Montanans.

This commitment to public service is carried through in Section V of the Five-year Vision Document titled Partnerships, Outreach, and Alumni which includes approximately ten goals related to creating partnerships and conducting outreach activities to serve the state and the nation. To assist in implementing these goals, MSU has an active and effective Extension [Service](#),⁴⁷ serving all 56 Montana counties, as well as a very active research enterprise.

1.A.7 The institution reviews with the Commission, contemplated changes that would alter its mission, autonomy, ownership or locus of control, or its intention to offer a degree at a higher level than is included in its present accreditation, or other changes in accordance with Policy A-2 Substantive Change.

When MSU considered adding two-year degrees to the array of four-year and graduate degrees already being offered, the Provost and Academic Vice President called representatives of the Northwest Commission on Colleges and Universities to discuss the matter directly. To date, those discussions have not developed to a more formal stage.

Standard 1.B – Planning and Effectiveness

1.B.1 The institution clearly defines its evaluation and planning processes. It develops and implements procedures to evaluate the extent to which it achieves institutional goals.

The Strategic Planning Committee (SPC) is primarily responsible for the annual update of Montana State University's (MSU) Five-year Vision [Document](#).⁴⁸ The updated document is approved each year by the University Planning, Budget, and Analysis Committee (UPBAC) at a meeting during spring semester. As part of the Five-year Vision Document, the SPC determines metrics to be applied to as many of the goals in the vision document as possible. These metrics are tracked by staff in the Office of Planning and Analysis ([OPA](#)).⁴⁹ Metrics for each iteration of the Five-year Vision Document are presented on the web for public [use](#).^{50, 51, 52} and are also reported to UPBAC during spring semester of each academic [year](#).^{53, 53.2}

UPBAC meetings are open, public meetings; its agendas and meeting minutes are posted on the committee's website, and the proceedings are often covered by the local



PHOTO BY KEELY GORHAM

Bozeman press. UPBAC membership includes representatives from every major constituency on [campus](#).^{54, 55, 56}

1.B.2 The institution engages in systematic planning for, and evaluation of, its activities, including teaching, research, and public service consistent with institutional mission and goals.

MSU engages in open, shared governance for systematic planning and evaluation in all teaching, research, and public-service activities. These planning and evaluation processes are directly in line with the mission and goals set forth by the university. Specifically, MSU's Five-year Vision Document is divided into six sections. These sections—Student body; Faculty and Staff; Curriculum; Research and Creativity; Partnerships, Outreach and Alumni; and Physical, Technical, Financial, and Service Infrastructure—include overarching goals for different parts of the MSU enterprise including teaching, research, and service.

For example, in support of the MSU Mission Statement that reads:

To provide a challenging and richly diverse learning environment in which the entire university community is fully engaged in supporting student success,

MSU's Five-year Vision Document (Section III. Curriculum of the 2007-2012) includes item C which states:

MSU will be recognized for its commitment to the teacher-scholar model in which students are taught by distinguished faculty even in the first two years. These distinguished faculty will continue to teach at least 50% of the lower division student credit hours (which is 110% of the average taught by faculty at other research institutions nationally).

Also, in support of the MSU Mission Statement's following points:

To provide an environment that promotes the exploration, discovery, and dissemination of new knowledge;

and,

To provide a collegial environment for faculty and students in which discovery and learning are closely integrated and highly valued,

MSU's Five-year Vision Document (Section IV Research and Creativity) includes the following item B:

We will continue to grow a powerful research/creativity enterprise that spans the range of basic, applied, developmental and commercialized research. MSU will increase its technology transfer enterprise and through these efforts enhance the Montana economy. MSU will continue to have about 32 invention disclosures annually, 90 cumulative patents issued, and 140 active technologies licensed. We will continue to have the majority of our licenses with Montana companies;

and item D, which says:

There will be a demonstrable increase in the involvement of graduate and undergraduate students in grants and contracts activity.

Finally, in support of the following MSU Mission statement point:

To serve the people and communities of Montana by sharing our expertise and collaborating with others to improve the lives and prosperity of Montanans,

MSU's Vision Document (Section V Partnerships and Outreach) includes item D which says:

We will increase the number of strategic partnerships with local and state businesses to 400 collaborations with Montana companies. Such part-

nerships will include sponsored research agreements, subcontracts to companies, Small Business Innovation Research awards and Small Business Technology Transfer awards, companies assisted by MSU, testing agreements, and intellectual property agreements, as well as educational partnerships like internships and service learning opportunities.

In each case, a set of metrics is tracked and reported annually to members of the SPC and UPBAC. These metrics are available to the public on the [web](#).^{57, 58, 59}

In addition to this institutional planning, specific units also engage in planning and goal setting that is consistent with institutional planning but focused on their specific units. Two examples include the MSU Information Technology Strategic [Plan](#)⁶⁰ authored by the University Technology Advisory Committee and the MSU Libraries' Administrative Strategic [Plan](#).⁶¹

1.B.3 The planning process is participatory involving constituencies appropriate to the institution such as board members, administrators, faculty, staff, students, and other interested parties.

In spring 2001, President Geoff Gamble created and charged UPBAC with guiding the planning and budgeting process for MSU. This committee includes representation from every major constituency on campus—faculty, staff, students, and administrators are all represented—and one representative from the Bozeman business community.

After the formation of UPBAC, MSU leadership met to develop new Mission and Vision Statements for the university. It was on September 10 and 11, 2001 that a group of over 50 institutional [leaders](#)⁶² began discussions to review and recreate these guiding documents. One outcome of these meetings is the creation of the current MSU Mission and Vision Statements. A second outcome is commitment to a planning process that would create the SPC which would be charged with “[d]evelop[ing] and recommend[ing] a very

focused Strategic Plan, with specific institutional priorities and related assessment plans, for the [University](#).”⁶³ The SPC itself is a committee with broad campus representation including faculty, staff, and [students](#).⁶⁴

In September 2003, a group of 32 institutional [leaders](#)⁶⁵ from across campus, including UPBAC representatives, met to address the question “What will MSU look like in five years if we continue to be successful?” The outcome of that meeting was a list of institutional goals that became the first iteration of MSU’s Five-year Vision Document. That document, in draft form was discussed with numerous [departments](#)⁶⁶ and then presented in an open forum to the whole [campus](#).⁶⁷ After considering and incorporating feedback from various campus groups, a final version of the document was presented to UPBAC in spring 2004 for its approval. The approved document became the first MSU Five-year Vision [Document](#)⁶⁸ and covered the fiscal years 2004 to 2009. Counting the open forum, departmental meetings, and SPC and UPBAC meetings, several hundred people had an opportunity to comment directly on the document during its development.

1.B.4 The institution uses the results of its systematic evaluation activities and ongoing planning processes to influence resource allocation and to improve its instructional programs, institutional services, and activities.

1.B.5 The institution integrates its evaluation and planning processes to identify institutional priorities for improvement.

In 2001, President Gamble moved the Office of Institutional Research from Administration and Finance into the President’s Office and renamed the unit the OPA. His intent was to emphasize the necessary link between the effective use of data, planning, and effective management.

OPA Mission:
Provide data, expertise, analysis, and staffing necessary to support the university’s planning, institutional research, and university assessment committees and processes.

The OPA supports the university’s leaders and strategic planning processes by providing objective, accurate, and timely information, analysis, and advice to inform decision-making and resource allocation processes. In addition, the OPA conducts studies that describe, analyze, and evaluate the operations and outcomes of the university and maintains an electronically accessible database of institutional trends.

Key Performance Indicators are used in conjunction with the Delaware Report and other data sources in building the annual budget by the UPBAC. The data are organized by college. There is a pdf for each college and a subsequent report for each department within the college. Each departmental report contains ten years of historical data on expenditures, faculty, student credit hours, majors, and degrees conferred.

Resource allocation to all programs, including instruction and other institutional services and activities, is controlled by UPBAC. Those UPBAC discussions and decisions are informed each year by a series of standardized reports created and presented by the OPA.⁶⁹

The OPA mission is focused on support of MSU's planning.

There are two primary OPA reports. The first is a series of Key Performance Indicators (KPIs). The KPI reports are described on the OPA [website](#).⁷⁰

The KPIs track departmental performance across ten years and focus on metrics such as Expenditures, Faculty FTE, Graduate Assistant FTE, Student Credit Hours, Student FTE, Majors, and Degrees Granted. Relevant ratios are also calculated and tracked.

The second primary report is the Delaware Report. This report allows MSU to benchmark important departmental metrics against similar academic departments at other universities. The Delaware Report is described on the OPA [webpage](#).⁷¹

The OPA participates in several other studies that allow comparison of MSU's performance to national norms. These studies include the Oklahoma State University (OSU) and College & University Professional Association (CUPA) salary [surveys](#),⁷² the Consortium for Student Retention Data Exchange (CSRDE) retention [study](#),⁷³ and the National Study of Student Engagement ([NSSE](#)).⁷⁴

The OPA also produces a "Reallocation Model"^{75, 75.2} annually that is used by the Provost's Office to move approximately one percent of academic colleges' budgets between units based on student enrollment data. It ensures that at least some resources follow student enrollment patterns each year.

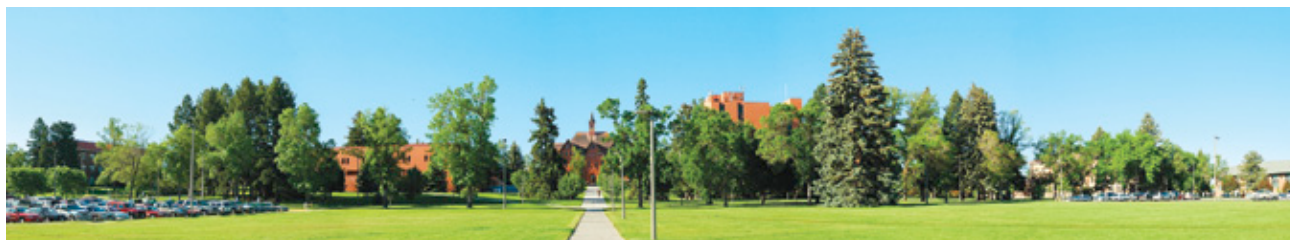
1.B.6 The institution provides the necessary resources for effective evaluation and planning processes.

President Gamble created the cabinet-level position of Executive Director of Planning and Analysis and is committed to an open, informed planning process. As the President has stated on a university [website](#):⁷⁶

For Montana State University's future growth and success, we are establishing direct and permanent links between our planning and budgeting efforts. The University must identify specific, institutional priorities through our long range plan; develop strategic initiatives to achieve those priorities; guide all budget decisions with our priorities and strategies; and regularly assess the success of our plans, strategies, and budget decisions. That is the goal of the Planning, Budget & Analysis Process that we initiated in February of 2001. Although the University Planning, Budget & Analysis Committee (UPBAC) is directly responsible for guiding all aspects of this new process, and developing the University's general operating budget each year, I expect this process to be open to, and inclusive of, the entire campus community.

1.B.7 The institution's research is integrated with and supportive of institutional evaluation and planning.

1.B.8 The institution systematically reviews its institutional research efforts, its evaluation processes, and its planning activities to document their effectiveness.



The University of Delaware's Office of Institutional Research and Planning conducts two national studies of academic productivity and costs. These studies allow for comparisons—at the departmental level—with peer departments across the country. MSU now participates in both studies, allowing rich analyses that support the UPBAC's decisions.

Both studies provide peer comparisons with similar departments in similar universities. Because many MSU departments are unique in their interdisciplinary approach, MSU does not always have ideal comparators. Wherever possible, multiple disciplines are modeled to capture the disciplines covered by our departments.

These reports compare MSU-Bozeman departments with peer departments across the country, beginning with FY02. These data allow comparisons on department level instructional, research, and service expenditures; faculty teaching loads; and student credit hour production.

The Delaware Study of Out-of-Classroom Faculty Activity (Delaware II)

The University of Delaware now also conducts a second survey of university faculty that captures their productivity outside the classroom, with questions on course development, advising, research, creativity, and service. Because this study is in its infancy, there are fewer schools and disciplines represented, so MSU peer comparisons are not as well developed as those for the first Delaware Study.

MSU's planning process is dynamic and the Five-year Vision Document is reviewed, edited, and approved annually. Although UPBAC is the authoritative committee in that process, the SPC is the committee that manages the process. MSU's institutional research data are also updated annually, including the metrics that accompany the Five-year Vision Document. The cycle of analysis feeds into the planning cycle on an annual basis. Institutional data inform other units and divisional planning as well. See, for example, the University Technology Advisory Committee's "IT Strategic Plan"⁷⁷ and the MSU Libraries' Strategic Plan.⁷⁸

MSU's OPA maintains its effectiveness by monitoring the industry and engaging in Institutional Research best practices. The OPA participates in the following national data collection and analysis efforts:

- Delaware studies (I and II),⁷⁹
- CUPA salary surveys,^{80, 81}
- OSU salary survey,⁸²
- CSRDE study of student retention,⁸³
- NSSE or *Nessie*,⁸⁴
- Common Data Set (CDS),⁸⁵
- Voluntary System of Accountability (VSA).⁸⁶

Undoubtedly, the UPBAC is OPA's most significant consumer of institutional research data. In a review of UPBAC's performance, a

question was asked about the adequacy and timeliness of the information UPBAC receives from OPA. The responses indicated a high degree of satisfaction with OPA's performance as an information provider.⁸⁷

1.B.9 The institution uses information from its planning and evaluation processes to communicate evidence of institutional effectiveness to its public.

The OPA maintains a website with institutional performance measures that are updated annually.⁸⁸ Assessment plans for academic units are also published online.⁸⁹ Many MSU units publish their own annual reports which contain annual data as evidence of the unit's effectiveness. Finally, the Office of Communications and Public Affairs maintains a website and creates press releases that often relate to institutional effectiveness.⁹⁰

Standard 1 – Summary and Analysis

Strengths

- MSU has proactive, participatory, highly integrated planning and budget committees – SPC and UPBAC – with members who are committed to developing initiatives, making decisions, and formulating budgets that are in the best interest of MSU as a whole.
- The dynamic five-year vision of strategic initiatives, which guides planning and budgeting activities throughout all levels of MSU, reflects active review and assessment by a broadly representative committee.
- UPBAC demonstrates a record of shared governance in planning.

Challenges

- MSU is losing both the President and Provost in a six month period. Until those senior leaders are replaced, planning will be more difficult.
- The absence of new resources (money) for the campus makes implementing new initiatives difficult and that can depress the enthusiasm for planning initiatives.
- In spite of our efforts at openness, the campus employee surveys indicate only moderate levels of awareness of the specifics of planning and budgeting activities.
- Students have a seat at every table but participate sporadically.

Endnotes for Standard 1

- <http://data.opi.mt.gov/bills/mca/20/25/20-25-301.htm>
- <http://www.mus.edu/borpol/bor200/205-2.pdf>
- <http://data.opi.mt.gov/bills/mca/20/25/20-25-305.htm>
- <http://www.montana.edu/opa/policy/MissionBozeman.html>
- <http://www.montana.edu/vision/>
- <http://mus.edu/borpol/bor200/219.pdf>
- <http://www.montana.edu/upba/spc/minutes/spcmin110402.html>
- <http://www.montana.edu/upba/>
- <http://www.montana.edu/opa/coms/upbac.html>
- http://www.montana.edu/opa/accred09docs/UPBAC%20Retreat%20Participants_091001.pdf
- <http://www.montana.edu/opa/accred09docs/Future%20Strategic%20Planning%20Activites.pdf>
- <http://www.montana.edu/upba/spc/documents/swot.html>
- <http://www.montana.edu/upba/spc/documents/capacity.html>
- <http://www.montana.edu/upba/spc/minutes/index.html>
- <http://www.montana.edu/upba/spc/minutes/spcmin082702.html>
- <http://www.montana.edu/upba/spc/minutes/spcmin021802.html>
- <http://www.montana.edu/upba/spc/minutes/spcmin092702.html>
- <http://www.montana.edu/upba/spc/minutes/spcmin032202.html>
- <http://www.montana.edu/upba/spc/minutes/spcmin040802.html>
- <http://www2.montana.edu/facultycouncil/archive/2002-11-20.html>
- <http://www.montana.edu/profcoun/archive/2002-10-16.html>
- http://www.montana.edu/opa/accred09docs/Strategic%20Planning%20Meeting-7_30_03.pdf
- http://www.montana.edu/opa/accred09docs/UPBAC%20Retreat%20Participants-9_22_08.pdf
- http://www.montana.edu/opa/accred09docs/Vision%20Meeting%20Summaries%2012_03-1_04.pdf
- <http://www.montana.edu/opa/accred09docs/Comments%20on%20Five%20Year%20Outlook%20Doc.pdf>
- <http://www.montana.edu/vision/prioryears/fy04/index.html>
- <http://www.montana.edu/vision/prioryears/fy04/index.html>
- http://www.montana.edu/opa/accred09docs/SPC%20Mtg%20Notes%201_1_05.pdf
- <http://www.montana.edu/opa/coms/strat.html>
- <http://www.montana.edu/vision/current/index.html>
- <http://www.montana.edu/vision/current/index.html>

<http://www.mus.edu/board/default.asp>
<http://www.montana.edu/upba/minutes/mindocs/upbacmin092705.pdf>
<http://www.montana.edu/wwwcat/>
<http://www.montana.edu/opa/policy/MissionBozeman.html>
<http://www.montana.edu/vision/>
<http://www.montana.edu/vision/springaddress2008/index.html>
<http://www.montana.edu/vision/>
<http://www.montana.edu/vision/prioryears/fy04/index.html>
<http://www.montana.edu/vision/prioryears/fy04/index.html>
<http://www.montana.edu/vision/prioryears/fy06/index.html>
<http://www.montana.edu/opa/>
<http://www.montana.edu/opa/>
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<http://www.montana.edu/upba/minutes/mindocs/upbacmin092705.pdf>
<http://www.montana.edu/opa/policy/MissionBozeman.html>
<http://www.extn.msu.montana.edu/default.asp>
<http://www.montana.edu/vision/current/index.html>
<http://www.montana.edu/opa/>
<http://www.montana.edu/vision/prioryears/fy07/index.html>
<http://www.montana.edu/vision/prioryears/fy06/index.html>
<http://www.montana.edu/vision/prioryears/fy04/index.html>
<http://www.montana.edu/upba/minutes/>
http://www.montana.edu/upba/minutes/mindocs/upbacmin_050508.pdf
http://www.montana.edu/upba/minutes/mindocs/upbacmin_050508.pdf
<http://www.montana.edu/vision/prioryears/fy06/index.html>
<http://www.montana.edu/vision/prioryears/fy04/index.html>
<http://www.montana.edu/vision/prioryears/fy07/index.html>
<http://www.montana.edu/vision/prioryears/fy06/index.html>
<http://www.montana.edu/vision/prioryears/fy04/index.html>
http://www.montana.edu/wwwitc/pdfs/MSU_Information_Technology_Strategic_Plan.pdf
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http://www.montana.edu/opa/accred09docs/UPBAC%20Retreat%20Participants_091001.pdf
<http://www.montana.edu/opa/accred09docs/Future%20Strategic%20Planning%20Activites.pdf>
<http://www.montana.edu/opa/coms/strat.html>
http://www.montana.edu/opa/accred09docs/UPBAC%20Retreat%20Participants-9_22_08.pdf
http://www.montana.edu/opa/accred09docs/Vision%20Meeting%20Summaries%2012_03-1_04.pdf
<http://www.montana.edu/opa/accred09docs/Comments%20on%20Five%20Year%20Outlook%20Doc.pdf>
<http://www.montana.edu/vision/prioryears/fy04/index.html>
<http://www.montana.edu/opa/>
<http://www.montana.edu/opa/kpibluebook.html>
<http://www.montana.edu/opa/delawaredesc.html>
<http://www.montana.edu/opa/facultystaffindex.html>
<http://www.montana.edu/opa/facts/gradrate.html>
<http://www.montana.edu/opa/nsse/>
<http://www.montana.edu/opa/accred09docs/Reallocation.pdf>
<http://www.montana.edu/opa/accred09docs/Reallocationdefs.pdf>
<http://www.montana.edu/upba/>
http://www.montana.edu/wwwitc/pdfs/MSU_Information_Technology_Strategic_Plan.pdf
<http://www.lib.montana.edu/about/strategicplan.php>
<http://www.montana.edu/opa/delawaredesc.html>
http://www.montana.edu/opa/restricted/faculty_salary/08-09AdminPosted.pdf
http://www.montana.edu/opa/restricted/faculty_salary/08-09MidPosted.pdf
<http://www.montana.edu/opa/facts/OSUdata/>
<http://www.montana.edu/opa/facts/gradrate.html>
<http://www.montana.edu/opa/nsse/index.html>
<http://www.montana.edu/opa/cdsindex.html>
<http://www.montana.edu/opa/vsafinal.pdf>
<http://www.montana.edu/opa/accred09docs/Highlights%20of%20the%20UPBAC%20360%20Survey.pdf>
<http://www.montana.edu/opa/>

⁸⁹ <http://www.montana.edu/wwwprov/assessment/assessmentplans.htm>

⁹⁰ <http://www.montana.edu/cpa/>

Educational Program and Its Effectiveness **2**

A Rich and Diverse Learning Environment



2 Educational Program and Its Effectiveness

A Rich and Diverse Learning Environment



PHOTO BY SKELLY GORHAM

Standard 2.A – General Requirements.

2.A.1 The institution demonstrates its commitment to high standards of teaching and learning by providing sufficient human, physical, and financial resources to support its educational programs and to facilitate student achievement of program objectives whenever and however they are offered.

Educational excellence and academic accomplishment are at the elemental core of the Montana State University (MSU) mission and vision.

The foundations for academic success include physical infrastructure and the human and budgetary resources necessary to support innovation and improvement. The table below highlights the relationships between key instructional measures and resources. Over the most recent ten-year period, instructional expenditures at MSU have increased by a little over 40% while full-time equivalent faculty (faculty FTE) has increased by 13.44%. Student credit hours (SCH) and the number of full-time equivalent students (student FTE) have decreased by -1.07% and -0.84% respectively. These data suggest that instructional budgets and faculty resources have kept pace with the requirements of MSU's instructional programs.

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.

Over the same time period, the number of graduates at MSU has increased by 10.17% at the undergraduate level and 38.90% at the graduate level. Since the number of students graduating is increasing while SCHs and student FTEs are relatively stable, it follows that student

retention, progression, and success must also be increasing. These data indicate that the faculty and budgetary resources supporting the academic programs at MSU are effectively utilized in supporting student academic success.

Montana State University Key Performance Indicators: http://www.montana.edu/upba/kpi/KPITotal.PDF			
	1999-2000	2008-2009	% Change
Instruct Expenditures	\$34,198,679	\$48,744,376	42.53%
Faculty FTE	509.1	577.5	13.44%
Total FY SCH	311493	308166	-1.07%
Total SCH/ Faculty FTE	611.9	533.6	-12.79%
Total FY Student FTE	10540.4	10451.7	-0.84%
Expend/Student FTE	\$3245	\$4685	44.38%
Stud. FTE/Faculty FTE	20.7	18.1	-12.59%
Bachelor's Degrees	1711	1885	10.17%
Graduate Degrees	347	482	38.90%
Total	2058	2367	15.01%

Montana State University Key Performance Indicators:
<http://www.montana.edu/upba/kpi/KPITotal.PDF>

In line with the long-term campus facilities plan, physical plant additions and improvements have also enhanced the academic environment at MSU. The table below provides a summary of the additions to the

Bozeman campus physical facilities during the past ten years, demonstrating that the growth in the physical infrastructure has kept pace with academic requirements.

Physical Plant Additions and Improvements			
Description (code)	Total Sq. Ft.	New Sq. Ft.	% Change
Classroom (110)	101,421	1,962	1.93%
Classroom Service (115)	3,583	60	1.67%
Class Lab (210)	139,597	684	0.49%
Open Lab (220)	31,387	115	0.37%
Research Lab (250)	200,111	43,563	21.77%
Research Lab Service (255)	38,682	3,433	8.87%
Office (310)	386,254	12,720	3.29%
Office Service (315)	46,782	747	1.60%
Conference Room (350)	28,125	600	2.13%
Study Room (410)	18,378	1,414	7.69%
Special Use Facilities (500)	864	173	20.02%

Media Production Svc (535)	338	106	31.36%
Assembly (610)	65,813	2,514	3.82%
Assembly Service (615)	13,126	4,871	37.11%
Computer/Telecomm (710)	6,292	689	10.95%
Shop (720)	34,578	2,604	7.53%
Shop Service (725)	9,093	243	2.67%
Central Storage (730)	72,478	1,281	1.77%
Central Service (750)	7,112	381	5.36%
Building Service (XXX,RRR)	61,797	3,671	5.94%
Building Circulation (WWW)	617,632	27,899	4.52%
Mechanical (YYY)	233,048	23,755	10.19%
Other	1,628,658	0	0.00%
Total	3,745,149	133,485	3.57%

Similarly, online and on-site library resources have continued to grow and improve. Further details regarding campus budgets, faculty, facilities, and library resources are provided in the MSU response to other standards.

2.A.2 The goals of the institution's educational programs, whenever and how-ever offered, including instructional policies, methods, and delivery systems, are compatible with the institution's mission. They are developed, approved, and periodically evaluated under established institutional policies and procedures through a clearly defined process.

The MSU Five-year Vision [Document](#)¹ provides detailed goals and objectives regarding MSU's instructional mission. Highlights of the curriculum section of the document include the [following](#).²

- MSU will be nationally recognized as a leader in the integration of learning and discovery at the undergraduate level.
- MSU will have graduate programs that are nationally recognized for research and teaching excellence.
- MSU will be recognized for its commitment to the teacher-scholar model in which students are taught by distinguished faculty even in the first two years. These distin-

guished faculty will continue to teach at least 50% of the lower division student credit hours (which is 110% of the average taught by faculty at other research institutions nationally).

Key strategic priorities of the past five years included the [following](#).³

Recruitment. Emphasis placed on:

- enhancing student recruitment efforts;
- expanding the graduate student population;
- increasing student scholarships and fellowships at both the undergraduate and graduate levels;
- increasing access to university programs, both on campus and throughout the state.

Retention. Emphasis placed on:

- improving MSU's overall rate of retention;
- fulfilling student interests/preferences for specific academic programs;
- sustaining increased enrollment;
- recognizing enrollment growth in specific academic programs.

Quality Enhancements. Emphasis placed on:

- enhancing the quality of our physical and technological infrastructure.

Mission Statement:
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.

Clearly, the educational programs and their effectiveness are given the highest strategic priority at MSU. Campus-wide instructional objectives and goals are reviewed and updated regularly by the Strategic Planning Committee (SPC). MSU’s strategic goals and objectives regarding academic programs are reviewed and updated on a regular cycle as part of the functioning of the various institutional strategic planning groups as described in **Standard 1.A.1**. Subsequent sections detail efforts to realize these strategic goals and objectives. The success of MSU students and faculty provides ample evidence of the excellence of our educational programs. The MSU Points of Excellence website provides a snapshot of recent [successes](#).⁴

2.A.3 Degree and certificate programs demonstrate a coherent design; are characterized by appropriate breadth, depth, sequencing of courses, synthesis of learning, and the assessment of learning outcomes; and require the use of library and other information sources.

New program proposal and creation are governed by the Montana University System Board of Regents (BOR) policies and procedures which require a three-year planning horizon for all potential new program [requests](#)⁵ and provide detailed requirements for program proposal and [creation](#).^{6, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10}

New program proposals must include the following:

1. overview of the proposed program;
2. need for the program, including anticipated student demand;
3. institutional and system fit, including connection of the proposed program to other

programs in the institution, connection to the institution’s Five-year Vision Document, and relationship of the program to similar programs in the Montana University System (MUS);

4. program details, including curriculum details, implementation plans, and student estimates at each stage of the implementation process;
5. resources, including faculty needs and other additional institutional needs with information on how those resources will be met;
6. assessment plan;
7. development and approval process for the program, including relevant parties who assisted with that program development.

These policies require strategic justification of new programs as well as explanation of how the proposed program will fit into the existing mix of programs at MSU.

The past decade has seen the creation and deployment of many new academic programs at MSU. These program additions were provided in response to demonstrated student demand, academic need, and/or external necessity. Justification and description of new programs are reviewed by curricular oversight committees at the departmental, college, and campus levels. The campus committees include the Undergraduate Studies Committee, the Academic Affairs Committee, and the Graduate Council. Details of the functioning of these committees are provided in **Standard 4** and are also referenced in the flow chart in **Standard 2.B.1**.

New programs that have been added in the past decade include the [following](#).⁷

New Programs		
Year	Degree	Program Description
2007	B.A.	Music Technology
2007	B.A.	American Studies
2007	B.S.	Bioengineering
2007	Ph.D.	Ecology and Environmental Sciences
2007	Minor	Latin American and Latino Studies

2007	Minor	Genetics
2007	Certificate	Nursing Education
2006	Certificate	Pre-Medical Post-Baccalaureate
2006	M.S.	Ecological and Environmental Statistics
2006	Minor	Electrical Engineering
2006	B.S.	Natural Resources and Rangeland Ecology
2005	Minor	Military Science
2004	M.S./Ph.D.	Neuroscience
2004	B.A.	Liberal Studies
2003	Certificate	Masters Plus Certification (M.Ed.)
2003	Ph.D.	Animal and Range Science
2003	Minor	Coaching Science
2003	Minor	Global Studies
2003	Ph.D.	Earth Science
2003	Ph.D.	History
2003	Minor	Microbiology
2003	Minor	Anthropology
2003	Certificate	Complex Biological Systems
2002	Minor	Management of Information Technology
2002	Minor	International Business
2002	Minor	Entrepreneurship and Small Business Management
2002	BS	Cell Biology and Neuroscience
2002	Certificate	Post-Masters Family Nurse Practitioner
2002	Ph.D.	Computer Science
2001	Minor	Japan Studies
2001	M.F.A.	Science and Natural History Filmmaking
2001	B.A.	Music
2001	Minor	Museum Studies
2000	B.S.	Environmental Science
2000	B.S.	Land Rehabilitation
2000	B.S.	Land Resource Science
2000	B.S., M.S., Ph.D.	Plant Science
2000	B.F.A.	Art
2000	B.A.	Environmental Design
1999	Ph.D.	Wildlife Biology
1999	B.A.	Environmental Design
1999	B.S./M.S.	Health Administration
1999	M.S.	Architecture
1999	M.S.	Construction Engineering Management
1999	B.S.	Health Promotion
1999	M.S.	Project Engineering and Management

Both BOR policies and campus academic policies describe the requirements for degree programs at the bachelor's, master's, and doctoral [levels](#).^{8, 9, 10} Graduate degree requirements are detailed in **Standard 2.D**, while the undergraduate degree requirements are included in **Standard 2.C**.

The use of library resources in support of academic programs is described in **Standard 5**, while the assessment of academic programs are described in **Policy 2.2** and **Policy 2.1**, respectively, of this standard.

2.A.4 The institution uses degree designators consistent with program content. In each field of study or technical program, degree objectives are clearly defined: the content to be covered, the intellectual skills, the creative capabilities, and the methods of inquiry to be acquired; and, if applicable, the specific career-preparation competencies to be mastered.

Degree designators as shown below are aligned with widely accepted norms and are listed in the online MSU undergraduate and graduate [bulletins](#).^{11, 12} MSU degree designations include the following:

- Bachelor of Science, B.S.
- Bachelor of Arts, B.A.
- Master of Science, M.S.
- Master of Arts, M.A.
- Master of Public Administration, M.P.A.
- Master of Architecture, M.Arch.
- Master of Fine Arts, M.F.A.
- Master of Nursing, M.N.
- Master of Education, M.Ed.
- Master of Professional Accountancy, M.PAc.
- Master of Construction Engineering Management, M.C.E.M.
- Education Specialist, Ed.S.
- Doctor of Education, Ed.D.
- Doctor of Philosophy, Ph.D.

In conjunction with the MSU Student Outcomes Assessment Policy, departmental faculty groups are required to establish learning objectives for all undergraduate degree programs and to develop departmental plans for evaluating the extent to which students are achieving the objectives. Detailed information is provided in a following section.

The Assessment [Policy](#)¹³ requires that assessment plans contain the following components:

1. Assessment Management Structure: Clearly defined responsibilities for data gathering, interpretation, presentation, and action;
2. Degree Objectives: A statement of what students are expected to learn in the major;
3. 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);
4. Additional Goals: Other desired outcomes of the major;
5. Plan for Gathering and Summarizing Data: A description of 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. 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;
6. Plan for Utilizing Data: A brief outline of 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?).

2.A.5 The institution provides evidence that students enrolled in programs offered in concentrated or abbreviated timeframes demonstrate mastery of program goals and course objectives.

All academic degree programs at MSU are governed by formal policies requiring appropriate degree and program objectives. All for-credit courses are also governed by formal policies requiring written course objectives. These policies apply to concentrated and abbreviated programs. As described in **Standard 2.A.4**, all degree programs must have assessment plans and reports documenting the accomplishment of program objectives.

2.A.6 The institution is able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education, to justify the lengths of its programs in comparison to similar programs found in regionally accredited institutions of higher education, and to justify any program-specific tuition in terms of program costs, program length, and program objectives.

MSU uses a semester academic calendar with 16 weeks of instruction including finals week. Courses are scheduled to meet weekly based on lecture, recitation, lab, studio, seminar, and individual study designations. A credit is the unit used in computing the amount of work required for graduation. One credit is equivalent to three hours of work each week for one semester. One lecture hour assumes two hours of work outside of class. In the case of laboratories, library work, or studio classes, the entire time may be spent under the supervision of the [instructor](#).¹⁴

2.A.7 Responsibility for design, approval, and implementation of the curriculum is vested in designated institutional bodies with clearly established channels of communication and control. The faculty has a major role and respon-

sibility in the design, integrity, and implementation of the curriculum.

The faculty members of MSU provide oversight of the development, improvement, and assessment of all for-credit academic courses and programs. The creation and update of courses and programs is governed by faculty committees at the undergraduate and graduate levels as described in **Standards 2.C and 2.D** respectively.

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

New course and program proposals require a description of the use of library and other instructional resources. These requirements are coordinated with library representatives from the faculty of all academic units.

2.A.9 The institution's curriculum (programs and courses) is planned both for optimal learning and accessible scheduling.

MSU provides programs and courses that meet the needs of the resident student body along with target populations throughout Montana, in accordance with the land-grant mission of the institution. Off-campus programs, both for-credit and not-for-credit, are provided through the MSU Extended University (EU) as described in **Standard 2.G**.

2.A.10 Credit for prior experiential learning is awarded only in accordance with Policy 2.3 Credit for Prior Experiential Learning.

MSU provides credit for prior learning in two circumstances: College Level Examination Program (CLEP) examinations and Advanced Standing. For certain courses, MSU credits are granted for CLEP exams administered by the College Entrance Examination Board as shown in the following table.

CLEP Examinations		
	MSU Course	CLEP Exam
ARNR 101	Nat Resource Conservation	Natural Resource Conservation
BIOL 101	Biology of Organisms	Gen Biology
BIOL 102	Molec & Cellular Biology	Gen Biology
ECON 101	Econ Way of Thinking	Intro Microecon
ECON 102	Prin Macro & Int'l Econ	Intro Macroecon
EDCI 208	Ed Psy Hum Dev Sch Age	Educ Psych
ENGL 123	Approaches to Literature	Analysis & Interp of Lit
HIST 105	Western Civ to 1600	West Civ I with essay
HIST 107	Western Civ 1600 to Pres	West Civ II with essay
HIST 155	Am and the World Before 1865	Am Hist I with essay
HIST 156	Am and the World After 1865	Am Hist II with essay
MATH 160	Precalculus	Precalculus
MATH 181	Calculus & Anl Geom I	Calc with Elem Fncts
MLF 101	Elementary French I	Col French I
MLF 102	Elementary French II	Col French I & II
MLF 219	Intermediate French	Col French I & II
MLG 101	Elementary German I	Col German I
MLG 102	Elementary German II	Col German I & II
MLG 219	Intermediate German	Col German I & II
MLS 101	Elementary Spanish I	Col Spanish I
MLS 102	Elementary Spanish II	Col Spanish I & II
MLS 219	Intermediate Spanish	Col Spanish I & II
POLS 206	Govt of the U.S.	Am Govt
PSPP 102	Plant Science, Resource & Environment	Plant Science, Resource & Environment
PSY 100	Introductory Psychology	Intro Psych
SOC 101	Intro to Sociology	Intro Soc

Credits also may be granted for prior preparation based on performance on a comprehensive examination for the course and approval of the course instructor, the academic advisor, the department head, and the college dean as described in the MSU Advanced Standing Policy. MSU credit is not awarded under any circumstances for prior experience [alone](#).^{15,16}

2.A.11 Policies, regulations, and procedures for additions and deletions of courses or programs are systematically and periodically reviewed.

Ongoing program [viability](#)¹⁷ is under the purview of BOR policy as are the processes for program [termination](#).¹⁸ These policies provide for the identification of programs that are under-enrolled or otherwise outdated and are thus candidates for termination.

Programs discontinued over the past decade are as follows:

Discontinued Programs		
Year	Degree	Program Description
2008	B.S.	Agricultural Operations Technology
2007	B.A.	Hotel and Restaurant Administration
2007	Minor	Health Science
2007	Minor	Dance
2004	M.S.	Project Engineering Management
2000	B.S.	Abused Land Rehabilitation
2000	B.S.	Crop Science
2000	B.S.	Watershed Management
2000	M.S.	Agronomy
2000	Ph.D.	Crop and Soil Science
2000	Ph.D.	Plant Pathology
2000	M.S.	Business Education
1999	M.S.	Engineering Mechanics

2.A.12 In the event of program elimination or significant change in requirements, institutional policy requires appropriate arrangements to be made for enrolled students to complete their program in a timely manner and with a minimum of disruption.

BOR and campus procedures provide allowance for students currently enrolled in programs designated for termination to complete their degree program. See **Standard 2.A.11**.

Standard 2.B – Educational Program Planning and Assessment

The past ten years have been filled with assessment initiatives designed to improve the effectiveness of outcomes assessment for

courses, degree programs, and the new university core. These initiatives include the following:

National Survey of Student Engagement – MSU began participating in the National Survey of Student Engagement (NSSE) in 2007. NSSE provides quantitative information on the time and effort students devote to educationally purposeful activities and the students' perceptions of the quality of other aspects of their college or university experience. Because the data are benchmarked against similar institutions in a national sample, the survey is particularly effective in identifying areas that have a reasonable expectation for improvement.

Rigorous Review of Departmental Assessment and Outcomes Plans and Reports – At the time MSU was preparing its response to its fifth-year interim report, the Assessment and Outcomes Committee (AOC) was in the midst of its first review of all of departmental assessment plans, which are the first ones posted on the Assessment Plans and Reports page. This review, which was intended to provide general feedback to departments, involved three members of the committee reviewing each plan. The chair of the committee met with each three-person team to review their comments, which were then summarized into memos that were sent to departments. Three overarching themes emerged from this process:

- departments were often overlooking activities they normally conducted but did not recognize as legitimate components of outcomes assessment,
- departments were often overlooking assessment opportunities presented by their senior capstone courses, and
- departments continued to be unaware of various inherent difficulties with and resource implications of some strategies, such as alumni and employer surveys. This initial feedback also provided an opportunity to emphasize the importance of documenting that assessment plans are followed, that results are considered by the faculty, and that appropriate action is taken.

With the conclusion of this initial round of reviews, the focus over the last several years has been on awareness building and compliance. With normal turnover of departmental leadership—department heads as well as key faculty—this has been a challenge. Although there are many departments in which reviews have been regularized—often, but not uniquely, those that also have professional accreditation—there are many others that require continued follow-up to ensure they meet their institutional obligations. Although it has taken several years, near total compliance has been reached for the goal of current assessment plans and yearly reports from all departments.

Starting in spring 2008, the AOC initiated a comprehensive and much more focused review program for all department assessment plans and reports. The goal is to provide formative feedback that will be useful in informing updated assessment reports to be submitted in spring 2009. This process began with development of a rubric designed to provide a level of specificity and uniformity to the review that was not present in the initial round. The rubric is divided into five major categories with comments and a grade for each category. There is also an overall grade for each plan. The elements listed as “Required” are derived from the Assessment Guide, while the “Recommended Items” are elements not specifically required in the guide but found in the more comprehensive plans for units with a lot of experience in program assessment. As sophistication of assessment increases at MSU, some recommended items will undoubtedly become required and appear in the Assessment Guide. The “Description” column is used for reviewers to summarize what they see as the plan’s main elements in each category, a summary that is helpful in telling departments what their plans are really communicating. The final column makes suggestions or raises questions about areas departments should consider clarifying or expanding. Each plan receives an initial review and is subsequently assigned to three members of the AOC who provide indepen-

dent feedback to arrive at a consensus report to be shared with the department. These reports are being presented to department heads and assessment coordinators in individual meetings during the fall [semester](#).¹⁹

New Senior Exit [Survey](#)²⁰ – During the last accreditation visit, the process of moving from a pencil-and-paper instrument to an adaptive, electronic survey had begun. This was fully implemented prior to the fifth-year visit. Although the primary elements have remained in place, difficulties maintaining the survey prompted investigation into using a commercial vendor to support the survey; three years ago Hosted Survey was employed. The general structure of the New Senior Exit Survey was unaffected, although the ability to assign question sets randomly was lost. One of the real advantages gained was the ability to add more easily additional questions for departments interested in using this survey as an element of their assessment efforts. Departments are regularly reminded that they can include questions on the survey for which the results will be considered confidential and will be sent directly to the departments. 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 support of their assessment efforts. The data are compiled into reports by staff in the Provost’s Office and then forwarded to the respective college, department, or service representatives.

Despite significant advertising, including posters, direct e-mail, and flyers included in graduation packs, the response rate remains at about 300/year, which is comparable to the paper survey. There has been discussion of making this survey a requirement, but there has been no agreement on the logistics of how to enforce this.

The university-level results are shared with the CORE 2.0 Committee (C2C) and the Teaching and Learning Committee (T/LC) for their consideration, which helps guide

faculty development activities. One downside of the structure is that it does not lend itself to simple sharing of results. Even the groups reviewing them each year need considerable explanation of the structure and process to interpret the results. The Provost's Office is working on a more manageable approach to displaying the results—one that is more easily shared and understood by a general audience.

CORE 2.0 – 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 initial proposals for a newly designed core curriculum were either significantly revised or abandoned as a result of the ongoing assessment efforts in that project. The introduction of CORE 2.0 was accompanied by a new management structure for general education. The 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 committees 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 large-scale assessment associated with introduction of CORE 2.0 was done in fall 2004, which was the semester that the new core curriculum debuted. Each of the primary steering committees (inquiry, contemporary issues in science, diversity, and research) designed its own set of questions for a questionnaire delivered to all students in courses of that designation. Most of the questions were to be answered on a standard five-point-scale bubble sheet. In addition, the Diversity Steering Committee also asked the following: “On a separate sheet of paper, please write two to three paragraphs in response to the following question: What have you learned about diversity and difference in this course?” The questions were developed by the steering committees and were intended to focus on the learning goals associated with the core area. As explained in an accompanying cover letter to

faculty, the data were intended for use by faculty steering committees and were not to be shared with department heads or other senior administrators. Over ten thousand responses were returned in fall 2004. The data were compiled by MSU's exam scoring service and shared with the steering committees for possible action. The process was repeated in spring 2005.

This effort was important for building faculty awareness but ultimately was not found to provide meaningful data to the committees. The feedback from committee chairs was that despite their best efforts to craft questions that would focus on learning outcomes, the results were very similar to the standard student-assessment-of-teaching forms used every semester. There were enough faculty on those committees who themselves had participated to be able to raise serious doubts about the validity of the data. Although this was not confirmed empirically, the overwhelming feedback was that the data appeared to measure overall satisfaction and not the details of how courses were meeting core goals. Given how resource intensive the process was, it was abandoned after spring 2005 with the knowledge that the ongoing student-assessment-of-teaching forms would continue to provide the same information.

One of the new features of CORE 2.0 is that courses no longer receive a lifetime approval for inclusion in the core. In reviewing courses for inclusion in the core—a process in which proposing faculty must explain exactly how their courses will address the learning outcomes for that area—the faculty steering committees can recommend approval for either two years (where there are some reservations) or six years (where all requirements have been met). Therefore, all core courses must be reviewed at the university level at least every six years for continued inclusion in the core. To avoid having to review all courses initially approved for six years in the first cycle, this process began in spring 2009. This review provides MSU an opportunity not just to require that faculty explain how their courses will meet these requirements but also to provide evidence in the form of embedded assessment.

In addition, the C2C has recommended that assessment of core courses be made an explicit part of departmental assessment plans and results. Until now, this process has focused on the competencies required in the major. However, in spring 2009, all departments that teach courses in the core were required to address the assessment of core courses in their departmental plans.

In fall 2008, focus groups were conducted with students expected to graduate in 2009 and who entered MSU in fall 2004 or later. Initially, four focus groups (about ten students per group) were convened. These groups were randomly selected, and some incentive was provided. The initial focus groups were conducted using a semi-structured interview protocol and focused on students' overall impressions. The results of these interviews were shared with the C2C to assess the value of additional, more targeted, interviews.

Faculty steering committees will also convene groups of faculty who teach in the core. This will add value to the general survey.

Departmental Program [Reviews](#)²¹—Beginning in 2005-06, in response to BOR policy 303.3 on Program Review, MSU began a systematic process of Departmental Program Reviews on all majors, minors, and certificate programs—at the undergraduate and graduate level—that were not already being reviewed as part of an external or professional accreditation program. The policy requires that reviews be conducted at least every seven years. Some reviews are conducted by an external team while others rely on a team comprising MSU faculty from other parts of the institution. The decision about the use of internal or external review is made by the Provost in consultation with the dean of the appropriate college.

In preparing their self-studies as part of the review process, departments must include their most recent assessment plans and results. External reviewers always meet with students. Internal teams have either met directly with students or administered online surveys to gather student feedback. Two questions

reviewers are asked to address in their final reports are particularly relevant here:

- What are your overall observations of the quality and the rigor of the academic programs?
- How well does the curriculum represent the field in terms of breadth and currency? Does the curriculum evolve appropriately in response to changes in the field?

Copies of the self-studies and the final reports are maintained in the Provost's Office.

Voluntary System of Accountability – A recent addition to the assessment program at MSU is the Voluntary System of Accountability.TM Developed by NASULGC and AACSCU, the system was designed to provide stakeholders with a single point of access for the College Portraits.TM So far, 304 four-year institutions, nearly 60 percent of the combined NASULGC and AACSCU membership, are [participating](#).²²

Student outcomes assessment is overseen by the MSU [AOC](#).^{23, 24}

2.B.1 The institution's processes for assessing its educational programs are clearly defined, encompass all of its offerings, are conducted on a regular basis, and are integrated into the overall planning and evaluation plan. These processes are consistent with the institution's assessment plan as required by Policy 2.2 Educational Assessment. While key constituents are involved in the process, the faculty have a central role in planning and evaluating the educational programs.

The charge to the AOC is to “monitor the development of a university-wide program to assess student learning in general education and the undergraduate majors that meets the accreditation standards established by the Northwest Commission on Colleges and Universities.”

The mission of MSU is consistent with the charge to the committee and with assessment standards provided by the Northwest Commission on Colleges and Universities (NWCCU). One element of the mission of MSU 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, MSU has established a program of student outcomes assessment with the goal of improving student learning and performance.

The MSU mission also states, “We remain committed to the wise stewardship of resources through meaningful assessment and public accountability.” The Student Outcomes Assessment Program enables MSU to give an accounting of the success of efforts to meet academic program objectives and to justify public and private support of the [institution](#).²⁵

BOR and campus policies require student outcomes assessment for all courses, instructors, programs, and departments at MSU. BOR policy 705.3 requires evaluation of all instructors on an annual basis and the incorporation of student evaluations in formal instructor evaluations. BOR policy 303.3 requires periodic formal review of all academic programs at least every seven years. The MSU campus program review policy implementing BOR 303.3 requires departmental-level strategic plans, along with program-level student outcomes assessment plans and reports. The MSU student outcomes assessment policy requires program level assessment plans and regular reports for all undergraduate degree [programs](#).^{26, 27, 28, 29}

The table below summarizes levels of assessment, along with policy requirements.

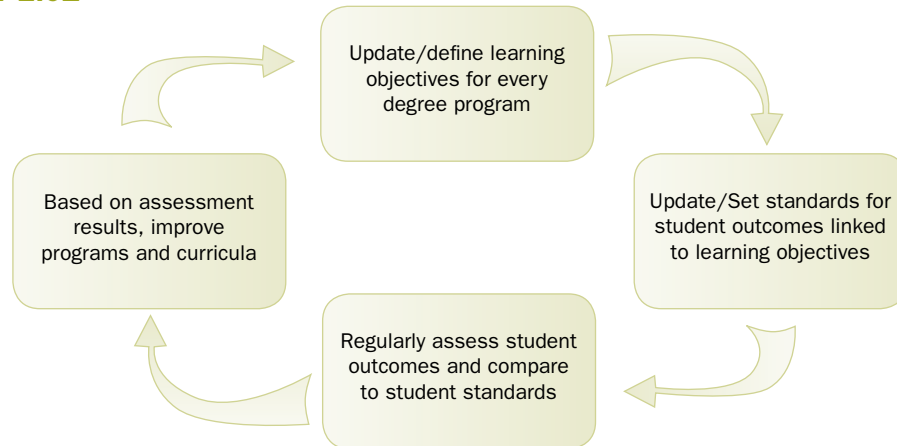
Levels of Assessment and Policy Requirements			
	Undergraduate	Graduate	General Ed - Core 2.0
Course			MSU PRP
Instructor	BOR 705.3, MSU PRP	BOR 705.3, MSU PRP	BOR 705.3
Program	BOR 303.3, MSU OAP, PRP	BOR 303.3, MSU PRP	
Department	MSU PRP	MSU PRP	

Legend: MSU=Montana State University; BOR=BOR; PRP=Program Review Policy; OAP=Outcomes Assessment Policy

Assessment, as the term is used at MSU, 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 complex, and it is necessary to use multiple measures to develop a comprehensive understanding of how curriculum design and delivery relate to student learning. Assess-

ment 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. Key facets of the MSU assessment policy are highlighted in **Chart 2.01**.

CHART 2.01



MSU 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. The decision at MSU to pursue a decentralized approach to student outcomes assessment was based on the perception that some past efforts at MSU and at peer institutions, while elegant in centralized design, failed to result in any teaching or learning improvements due to lack of faculty commitment and participation. It was anticipated that the time required to integrate the assessment efforts deeply into the culture of the institution would be longer with a decentralized approach, but that ultimately there would be real improvements in teaching and learning when faculty and departments owned the assessment efforts.

The AOC reviews require departmental plans and outcome reports, while evaluating the suitability of the assessment plans, the level of implementation of the plans, and the demonstration of changes and improvements in teaching and learning. Details of this cycle of planning and review are provided in a following section.

Similarly, faculty and departments are responsible for establishing learning objectives for Core 2.0 courses that are consonant with the Core 2.0 category objectives; in addition, and as part of the campus-wide student

outcomes assessment program, faculty must provide specific assessment and improvement data each year regarding Core 2.0 courses. Core 2.0 assessment reports are also used by the MSU core committee to make decisions about continuation of core designation for courses under review. Due to the relatively recent introduction of the new core, the program of assessment for Core 2.0 is still in the developmental stages.

2.B.2 The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. Through regular and systematic assessment, it demonstrates that students who complete their programs, no matter where or how they are offered, have achieved these outcomes.

Consistent with guidelines published by the NWCCU, MSU policy requires departmental faculty groups to establish learning objectives for all undergraduate degree programs and to develop departmental plans for evaluating the extent to which students are achieving the objectives. 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 [online](#).³⁰

2.B.3 The institution provides evidence that its assessment activities lead to the improvement of teaching and learning.

In addition to the biannual Assessment Plan update, annual assessment reports are required each April and are posted publicly on the MSU assessment website. The purpose of this narrative document is to provide evidence that the Assessment Plan has been acted upon. It describes the types of data gathered, gives specific information about how the data were shared with faculty (including meeting dates and attendance, if possible), and details any changes that were enacted as a result. If any new assessments are planned to follow up on changes, these are described as well. Reports are submitted electronically to the Provost's Office, reviewed by the AOC, and posted on the MSU [website](#).³¹

Standard 2.C – Undergraduate Program

Undergraduate degree offerings include bachelor's degrees, minors, and certificate programs across a broad spectrum of disciplines. Bachelor's-degree curricula are based on campus-wide norms, including a set of university core courses required of all majors, foundational disciplinary coursework related to the student's major, and upper-division courses associated with a more focused student emphasis or specialization.

Minimum requirements for all MSU bachelor's degrees are specified by both MSU and BOR policy. BOR [policy](#)^{32, 33} states

that students must complete a minimum of 120 credit hours for a bachelor's degree and requires that students earn a grade of C- or better for courses, and course prerequisites, that are required to complete general education requirements and/or major degree requirements. MSU policy requires that students complete at least 42 credits at the upper-division level and that they graduate under a catalog and degree requirements no older than six years prior to the graduation date. MSU policy also requires that students complete at least the final two semesters—and the final 30 credits hours—at [MSU](#).^{34, 35, 36}

The policies and procedures for the development of curriculum have changed little over the last decade. Well-established procedures are in place for maximizing faculty input into, and governance of, the curriculum development and review process. Initiatives for new courses and degree offerings and modification of existing offerings begin at the departmental level. Departmental and college curriculum committees review and approve curricular changes which are forwarded on to either Undergraduate Studies Committee (UGSC) or the Graduate Council. The Academic Affairs Committee provides additional review of new program proposals. To ensure that all courses and programs are adequately supported by the Libraries and other information resources, a review of resources available is conducted at the university level. Curricular changes at the degree- or option-level are forwarded on for approval by BOR. **Chart 2.01** illustrates the process by which curriculum is reviewed.

The mission of the university core is to enhance students' use of multiple perspectives in making informed critical and ethical judgments in their personal, public, and professional lives.

The Core Curriculum Committee (CCC), working in concert with the UGSC and in an advisory capacity to the Provost, is charged with articulating core philosophy; setting criteria; recommending implementation policy and procedures, including requests for exceptions or waivers; and reviewing, approving, and assessing university core courses. In order to ensure that all students consistently meet university core requirements, the core requirements are certified by the registrar. Any appeals or requests for substitutions or waivers to the university core requirements are considered by a subcommittee of the CCC, the Core Equivalency Review Committee (CERC).

2.C.1 The institution requires of all its degree and pre-baccalaureate programs a component of general education and/or related instruction that is published in its general catalog in clear and complete terms.

The new university CORE 2.0 curriculum was implemented in 2004 based on development efforts that were funded by a grant from the William and Flora Hewlett Foundation. With this grant, faculty from all MSU colleges initiated a campus-wide reconsideration of the undergraduate core curriculum and piloted an alternative approach. The goal was to reposition the core curriculum as the foundation of undergraduate instruction, and to create a philosophically coherent program that builds on the expertise of faculty. Some of the fundamental questions considered include the following:

- What knowledge and what abilities should all our students have?
- How are the disciplines and faculty in a highly departmentalized institution related to one another and to the educational mission as a whole?
- How can the liberal-arts tradition flourish at a contemporary research institution?

The university core is published in both printed and online versions of the undergraduate [catalog](#).³⁷

2.C.2 The general education component of the institution's degree programs is based on a rationale that is clearly articulated and is published in clear and complete terms in the catalog. It provides the criteria by which the relevance of each course to the general education component is evaluated.

The purpose of the core curriculum is to ensure a wide-ranging general education of consistent and high quality to all MSU students regardless of their major or area of study. Core courses allow students to reaffirm common experiences, redefine common goals, and confront common problems. Core courses emphasize communication and techniques of creative inquiry in a variety of disciplines.

Details can be found below, in the MSU catalog, and online

CORE 2.0 courses will require students to do the [following](#):³⁸

1. Think, speak, and write effectively and evaluate the oral and written expression of others;
2. Develop learning objectives and the means to reach them, thus developing lifelong patterns of behavior that increase the potential to adapt to and create change;
3. Exercise and expand intellectual curiosity;
4. Think across areas of specialization and integrate ideas from a variety of academic disciplines and applied fields;
5. Use complex knowledge in making decisions and judgments;
6. Make discriminating moral and ethical choices with an awareness of the immediate and long-term effects on our world;
7. Develop a critical appreciation of the ways to gain and apply knowledge and an understanding of the universe, of society, and of ourselves;
8. Understand the experimental methods of the sciences as well as the creative approaches of the arts; and

9. Develop an appreciation of other cultures as well as an understanding of global issues.

2.C.3 The general education program offerings include the humanities and fine arts, the natural sciences, mathematics, and the social sciences. The program may also include courses that focus on the interrelationships between these major fields of study.

Towards the end that students will be able to “think across areas of specialization and integrate ideas from a variety of academic disciplines and applied fields,” the core requires courses in the following categories:

- **University Seminar** – The university seminar provides an introduction to college studies aimed at expanding students’ intellectual interests, improving their critical thinking and communication skills, and creating a community of learners. It emphasizes discussion, critical interpretation of important texts, multi-disciplinary perspectives, exploration of diverse perspectives and interpretations, and examination of arguments and evidence.
- **College Writing** – College writing focuses on expository writing with sections organized around topics or themes of the instructor’s choosing. Typical sections incorporate a wide range of learning components in support of major paper assignments: reading of essays, study of writing instruction texts, short compositions in response to reading, in-class writing, small group workshops, peer review of writing, draft conferences, and class discussion.
- **Quantitative Reasoning** – Every person is inundated daily with numerical information, often in the form of graphical representations, statistical summaries, or projections from mathematical models. Comprehension of the elementary quantitative concepts, development of quantitative reasoning skills, and the ability to reasonably ascertain the implications of quantitative information are goals of quantitative reasoning courses.
- **Diversity** – Graduates of MSU face an ever changing and increasingly complex world. An understanding of and sensitivity to other cultural perspectives prepares them to function in the global community and creates a campus climate conducive to academic growth for all students. Diversity courses address the study of identities, societies, nations, or national languages and cultures.
- **Contemporary Issues in Science** – Contemporary issues in science courses focus on natural science or technology. These courses examine the ways in which science both contributes to the study of significant problems in the contemporary world and helps individuals and society make informed decisions about those issues.
- **Arts** – Courses in the arts explore the production and consumption of meaning and value through forms of expression that communicate ideas in both logical and emotional terms.
- **Humanities** – Courses in the humanities explore ethical and moral, aesthetic and creative, historical and descriptive dimensions of human cultural traditions, while emphasizing methods of reaching a conclusion, formulating an interpretation, or making a judgment in the discipline.
- **Natural Sciences** – Courses in the natural sciences emphasize a coherent body of scientific principles and the methods scientists use to create knowledge of the natural world.
- **Social Sciences** – Courses in the social sciences emphasize methods and principles used by social scientists to systematically study human behavior.

The university core also includes a requirement that at least one of the courses taken from the last four categories above be a research or creative experience course. These

- **Students experience the process of research and creative experience as a unique intellectual activity and generate a scholarly product.**
- **Student autonomy directs the research and creative experience, while faculty and staff provide framing concepts and contexts.**
- **Research and creative experience courses provide frequent and early benchmarks for student progress to encourage early engagement in the research and creative process.**

research or creative experience courses build on competencies students have developed in the foundation courses. Because research and creative projects vary from one discipline to the next, some general guidelines have been developed to determine what constitutes a research and creative [experience](#).³⁹

The research and creative experience component, done individually or in small groups, constitutes at least one third of the course. The remaining part of the course should provide sufficient information about the subject to enable students to formulate a project as well as provide them with the tools to do a research and creative project.

Courses geared toward sophomore-level students are particularly encouraged, but research and creative experience courses can be taught at any level. Research and creative experience courses may have prerequisites.

2.C.4 The institution’s policies for the transfer and acceptance of credit are clearly articulated. In accepting transfer credits to fulfill degree requirements, the institution ensures that the credits accepted are comparable to its own courses. Where patterns of transfer from other institutions are established, efforts to formulate articulation agreements are demonstrated.

Transfer students represent a large portion of the MSU student population; consequently MSU policies and procedures are uniquely tailored to support the success of transfer students. The evaluation of the work completed at other institutions by transfer students is governed by both BOR policies and MSU registrar policies. BOR policies are summarized in the table below.

BOR Policies	
Board Policy	Description
BOR 301.5	Indicates the appropriate level and character of acceptable transfer institutions including a requirement that MUS institutions accept transfer credit from all regionally accredited institutions. The specification of transfer credits as elective/free credits, or as credits counting towards degree requirements is left to the discretion of the receiving institution . ⁴⁰
BOR 301.5.1	Provides process and documentation guidelines regarding recognition and posting of transfer credits and correspondence with students seeking transfer evaluations . ⁴¹
BOR 301.5.2	Specifies the aging of transfer courses, five years for required major courses and fifteen years for general education and elective courses . ⁴²
BOR 301.5.5	Establishes a system for identifying equivalent courses from across all MUS campuses and creating common course numbering for all equivalent courses to facilitate efficient transfer of credits within the MUS . ⁴³

Campus transfer credit policies, found in the online catalog, include the [following](#):^{44, 45}

1. An evaluation of transfer credit will be done as soon as possible after final and official transcripts from each institution have been received by MSU. Upon completion, evaluation information will be sent to the student and to the student’s academic department.

2. All college-level courses from colleges or universities in candidacy status or accredited by any of the six regional accrediting agencies at the time the courses were taken will be accepted for transfer. Courses from unaccredited schools will not be accepted for transfer.

3. The Office of Admissions determines whether the transfer work is college level, calculates the appropriate grading and credit conversions on transfer work, and determines the applicability of transfer credit toward the university core requirements. However, the individual academic departments have the prerogative to substitute transfer courses for curriculum requirements.
4. College-level courses that do not have an equivalent at MSU will be accepted as elective credit. The academic department will determine if the transfer electives satisfy specific curriculum requirements.
5. Freshman or sophomore level courses taken at another college or university will not be evaluated as equivalent to junior or senior level courses at MSU. Also, junior or senior level courses will not be evaluated as equivalent to freshman or sophomore courses at MSU. Elective credit will be granted in these cases. If a lower-level elective is substituted for an upper-level course by an academic department, that credit may not be used to fulfill MSU's upper-level credit requirement.
6. Transfer credit is accepted from vocational technical institutions if the institution is regionally accredited and the courses taken apply toward an associate degree at the institution.
7. Courses taken through an approved Tech Prep program will be granted college credit for equivalent coursework. The Tech Prep course(s) must be listed on an official transcript from the transferring college or university and sent directly to the Office of Admissions.
8. Transfer credit will be given for courses in which passing grades were received.
9. Credit is granted for college-level continuing education, correspondence, and extension courses successfully completed at institutions accredited by one of the six regional accrediting agencies. Official transcripts posting these courses must be sent directly from the institution to the Office of Admissions.
10. Transfer credit will be awarded for Advanced Placement Examinations with a score of three or better. Applicants should request that official scores be sent directly to the Office of Admissions.
11. Transfer credit will be awarded for successful performance in certain subject CLEP examinations. Credit awarded for CLEP examinations will not count toward university core requirements. Official results must be sent directly from the CLEP testing center to the MSU Testing Service. Refer to Advanced Standing for further information about CLEP.
12. Military experience will be considered for credit upon receipt of official military documentation. Contact the Office of Admissions for information on documentation requirements.
13. International coursework (except from Canadian institutions where English is the language of instruction) may need to be evaluated by a foreign credential evaluation company. MSU reserves the right to require a professional evaluation. Contact the Office of International Programs (OIP) for further information.
14. Transfer students start a new grade-point average upon enrolling at MSU; however, grades earned from transfer institutions are used for academic status purposes. Any new transfer student whose cumulative transferable grade-point average is less than 2.0 will be admitted under university probation. Please see Scholastic Probation and Suspension in the Academic Information section.
15. Undergraduate transfer students follow the MSU Catalog in effect at the time of initial enrollment at MSU. Transfer students from feeder institutions such as the community colleges in Montana and Wyoming as well as the four-year colleges

Student advising is an integral part of the teaching and learning mission of MSU. In the one-on-one advising relationship, students are guided in the kind of systematic thinking, knowledge integration, and decision making they will need throughout their college careers.

in Montana may elect to follow the MSU catalog that was in effect when they began their freshman year at the feeder institution. Please see Graduation Requirements for Baccalaureate Degrees in the Academic Information section.

16. Transfer students are encouraged to bring personal copies of their transcripts for advising purposes during orientation and registration. Catalogs and course syllabi describing previous coursework may be of assistance to the academic advisor when determining appropriate course placement.

In November 2007, BOR adopted a new policy requiring all units of MUS to adopt common course numbering as a means of facilitating transfer of credits within units of MUS. Since then, faculty from all units within the system have been working to identify courses sufficiently similar to warrant common names and numbers, and courses that should be uniquely numbered. Additional information about this process and about the decisions that have been reached can be found [online](#).^{46, 47}

A few key points include the following:

- This process does not involve any changes in course content or curricula.
- Where faculty agree that there are equivalent courses being taught at more than one campus, common numbers and titles are assigned.
- Courses that are unique to one campus are assigned unique numbers and titles.
- In many cases, subject abbreviations had to be changed to avoid duplication of course numbers within existing course prefixes, a requirement that must be met simultaneously at all campuses.
- Only undergraduate courses are being considered in the common course numbering process. However, as subject abbreviations change, most departments are choosing to use the new subject abbreviations for the graduate courses as well.

2.C.5 The institution designs and maintains effective academic advising programs to meet student needs for information and advice, and adequately informs and prepares faculty and other personnel responsible for the advising function.

Student advising is provided both by full-time professional student advisors and by MSU teaching faculty. Also, student advising is provided through both centralized and departmental advising resources. New freshmen, along with transfer students, receive the required orientations as they enter MSU. These orientations cover all aspects of university life including initial academic advising regarding the university core and selected major curricula. Freshmen are encouraged to enroll in the university seminar described above which also includes significant orientation and support for entering students in a small seminar setting. All students are assigned an individual faculty advisor, who is available to answer questions and mentor the student. As the student progresses through the academic life cycle, the roles of professional staff and faculty advisors are likely to change. Faculty advisors typically will take a greater role in post-graduation career planning, including considerations of graduate [school](#).^{48, 49}

A typical student might experience an advising chronology as follows:

1. Summer before freshman year – attend required MSU new-student orientation; meet with academic advisor from selected major to preview the academic curriculum; meet with representatives from financial aid, student housing, student affairs, and new student services.
2. Fall semester of freshman year – enroll in university seminar to improve critical thinking skills and to meet other freshmen with similar majors and interests; participate in First Year Initiative; attend workshops on college expectations, time management, study skills, and test taking; stop by Student Affairs to review College Student Inventory one-on-one with a trained advisor; talk with an advisor at the

academic advising center about fulfilling university core requirements.

3. Sophomore Year – meet with a faculty advisor from selected major to talk about getting started with major curriculum.
4. Junior Year – discuss major electives with a faculty advisor to connect elective choices to anticipated career choice; review career options and possible graduate school opportunities.
5. Senior Year – meet with faculty advisor to discuss graduation requirements and finalize career plans; get advice about professional behaviors and interviewing techniques; register with Career Services, meet with a career advisor; attend workshops on dress, resumes, job-search, and interviewing.

As noted in the MSU faculty expectations policy, academic and career advising of undergraduate and graduate students is part of the teaching expectations of all faculty holding teaching appointments at MSU. Faculty advisor training is provided to all new faculty members prior to the fall semester at the new faculty orientation. Training resources available to faculty advisors include the advisor's toolkit, the advisor's checklist and the Faculty Advising Manual. An overview of these advising resources is provided at the new faculty [orientation](#).^{50, 51, 52, 53}

2.C.6 Whenever developmental or remedial work is required for admission to the institution or any of its programs, clear policies govern the procedures that are followed, including such matters as ability to benefit, permissible student load, and granting of credit. When such courses are granted credit, students are informed of the institution's policy of whether or not the credits apply toward a degree. (See Glossary, Ability to benefit)

See **Standard 2.C.8.**

2.C.7 The institution's faculty is adequate for the educational levels offered, including full-time faculty representing each field in which it offers major work.

University policy requires demonstration of the adequacy of faculty resources for all courses and programs. These policies are described in a prior section of this standard. The qualifications of the faculty are described in **Standard 4.**

2.C.8 In an effort to further establish an institution's success with respect to student achievement, the Northwest Commission on Colleges and Universities shall require those institutions that offer pre-baccalaureate vocational programs to track State licensing examination pass rates, as applicable, and job placement rates.

MSU does not offer pre-baccalaureate vocational programs. Similarly, MSU does not offer remedial coursework; however, through collaboration with a sister institution, students requiring remediation in mathematics and English are encouraged to register for courses through the MSU-Great Falls College of Technology, Bozeman program. Students taking remedial courses may be conditionally admitted to MSU to begin their MSU studies for one semester while they upgrade their math and English skills. Resident advisors provide guidance to these [students](#).^{54, 55}



PHOTO BY JAY THANE

Standard 2.D – Graduate Program

Graduate education is supervised by the Division of Graduate Education (DGE). Students pursuing post-baccalaureate degrees must be admitted to both the academic college program offering the degree as well as the DGE. While the academic colleges develop and review graduate curricula and recommend admission of prospective students, the DGE oversees compliance with university policies and procedures associated with earning graduate degrees.

The DGE is responsible for overseeing and monitoring all university and graduate education policies and procedures. In general, these include the [following](#).^{56, 57}

- Reviewing and taking final action on all applications for admission to graduate programs and monitoring compliance with graduate admission standards. Departments recommend students for admission; final action is taken by the DGE. In addition to monitoring compliance with admission criteria, DGE works in concert with academic departments to review, grant, and monitor provisional admission to MSU where warranted. Details of provisional admission are provided on the DGE and MSU websites.
- Reviewing and taking final action on all individual graduate programs to ensure compliance with all graduate education policies and procedures. Graduate program faculty through the University Graduate Council (UGC) have established policies and procedures relative to general credit requirements, credit for transfer work, minimum number of graduate credits required in graduate programs, minimum number of graded credits required, and program time limits.
- Auditing student academic performance to ensure graduate students maintain minimum academic requirements and meet procedural deadlines.
- Reviewing and approving appointments of graduate teaching and research assistants, including tuition waivers.
- Reviewing and approving all theses and dissertations.
- Coordinating the curriculum review and approval process of new graduate programs, graduate courses, or changes in current graduate policies and/or procedures in conjunction with the UGC. For details on the curriculum review process at the graduate level, please refer to the flow chart on pg. 50 of this standard.
- Reviewing and taking final action on any graduate student appeals of university and/or graduate education policies and procedures.
- Coordinating orientation for new graduate students and graduate teaching assistants (GTA).
- Providing academic services for non-degree graduate students. The DGE provides administrative and advising services for more than 600 non-degree graduate students. These students are pursuing post-baccalaureate education and fall into a number of categories, which include: those who do not meet requirements for graduate admission and who wish to enhance their admissibility for acceptance by taking classes as non-degree students; those whose formal graduate application is pending final action; those who are applying for teacher certification; those in the WWAMI program; and those who wish to take classes for personal or professional enrichment but who do not wish to pursue a degree.

Graduate degrees offered at MSU (July 2008) include 48 master's and 19 doctoral degrees as listed at the online DGE [website](#).⁵⁸

Recent History of Growth and Innovation in Graduate Education

The past ten years have seen many exciting changes and opportunities for growth. The following list reflects many of them:

- MSU was one of eight universities to participate in the Inland Northwest Research Alliance (INRA). INRA is a coalition of eight universities working in cooperation with the Department of Energy. The con-

sortium provides businesses, industries, government agencies, and students with education and research resources never before available in the Northwest. INRA provides opportunities that reach from classrooms to boardrooms.

- MSU has a new innovative doctoral fellowship program, focused in the molecular biosciences. The Molecular Biosciences Program provides students the opportunity to select from research and degree programs in nine academic departments and three of our internationally recognized interdisciplinary research centers. This new program gives graduate students the opportunity to engage in research that best fits their career development goals.
- MSU has initiated additional online programs such as Northern Plains Transition to Teachers (NPTT), Family and Financial Planning (FFP), and the new Curriculum and Instruction. These programs provide access to MSU from nearly anywhere in the world.
- The office name was changed from the College of Graduate Studies to the Division of Graduate Education (DGE) in 2006. The dean of the College of Graduate Studies has been replaced by the Vice Provost for Graduate Education. The current Vice Provost for Graduate Education, Dr. Carl Fox, has been in the position since August, 2006, after a successful national search.
- Minimum credits required to receive a Ph.D. have increased from 30 to 60.
- MSU has been in the forefront of Electronic Thesis and Dissertation (ETD) implementation. All of our students now submit their thesis or dissertation electronically to the DGE; then the approved thesis or dissertation is posted to the MSU Libraries archival website.
- The DGE has centralized the awarding of tuition waivers for graduate teaching and research assistants (GTAs and GRAs), making the process more consistent and strategic across campus.

- The DGE has increased office staff. A full-time accounting position, administrative assistant to work with the formatting of all ETDs and to publish the DGE newsletter, and one additional admissions coordinator were added. Additionally, a professional part-time graduate writing tutor was hired.
- With the addition of a new admissions coordinator, the DGE has been able to initiate active recruiting of graduate students for all programs at MSU.
- Starting fall 2008, the number of training opportunities for our graduate teaching assistants has increased.
- Graduate courses now have the opportunity to be co-convened with 400-level undergraduate courses. Graduate and undergraduate students participate in the same class, while graduate student requirements will be appropriate to the graduate level.

Future Plans and Challenges

MSU faces many of the same challenges as similar land-grant universities of its size and rural location. Concerns over competitiveness, student diversity, and capacity for growth, all constrained by limited resources, are common to MSU's graduate programs. However, a strategy built on a continued pursuit of excellence within a framework of business and marketing principles will effectively address our concerns. Focus areas include the following:

- Grow existing programs in existing markets with existing resources;
- Grow existing programs in new markets with existing resources;
- Increase and diversify our portfolio of professional programs;
- Increase the effectiveness of graduate education policies and procedures; and
- Develop and expand strategic partnerships with the private and public sector.

Competitiveness – The ability to attract and enroll the very best students in graduate degree programs is a challenge for all universities. For MSU, one of our most significant challenges has been our limited ability to offer graduate assistantships (teaching and research) with nationally competitive stipends, full tuition waivers, and other appropriate benefits (e.g., health insurance). While some of our programs are able to offer reasonable stipends to our graduate assistants, the institution has not been able to provide full tuition waivers or other critical benefits that would give us equal footing with other land-grant universities in the western U.S. Part of the issue is policy-based at the state level, but much of the challenge is simply a lack of resources. Resolution of the state-based issue is being sought in cooperation with the University of Montana. That support will add flexibility and resources for graduate assistantship appointments. Acquiring grant dollars to support post-doctoral fellowships and traineeships has had continued success. Finally, state support for health insurance and other benefits for our graduate teaching and research assistants and their dependents is being requested.

Student Diversity – Data clearly show over the last two or more decades that the growth in graduate student numbers at U.S. universities has largely come from increases in the enrollment of women and minority students. Added to that trend has been a similar increase in the number of older, returning students who attend the university on a part-time basis most often pursuing master's degrees. For the most part, MSU has been part of this trend. However, changing demographics in Montana and the U.S. coupled with MSU's very rural location add new challenges to recruiting new graduate students who are not likely to come from Montana or the northern Rocky Mountain region. To address this challenge, DGE has initiated a university-based approach to recruiting, focused on attending recruiting opportunities to meet with minority students, successfully acquiring grant funds for minority graduate students, and

actively recruiting American Indian students in Montana through partnerships with tribes and tribal colleges. DGE will continue these efforts but will also seek new collaborations with traditionally Black- and Hispanic-serving institutions, particularly those that have limited graduate programs. In addition, DGE will continue to develop new professional programs in an online environment to broaden opportunities to engage new students, on a national and international level, who cannot come to campus.

Capacity for Growth – The capacity for growing MSU graduate programs is based almost exclusively on the availability of new resources. State-based funding for new faculty lines, expanded office and laboratory space, and support for graduate students is unlikely in the near future and clearly constrains any effort to expand capacity. Given these constraints, DGE will seek other avenues of revenue through contracts, grants, and strategic partnerships; will use existing resources and programs in novel and unique ways; will seek new markets for programs; and will increase the diversity of the graduate program portfolio.

Summary – DGE will continue to position our graduate programs to be rigorous and responsive to societal demands for a dynamic, knowledge-based, and highly skilled workforce. DGE will strive to be even more entrepreneurial, translational, and innovative in its approach to graduate education in order to be nationally and internationally competitive. While DGE recognizes the challenges in the coming years, becoming a national leader in graduate education is on the horizon.

2.D.1 The level and nature of graduate-degree programs are consistent with the mission and goals of the institution.

DGE's mission directly supports, and is consistent with, MSU's mission "to provide an environment that promotes the exploration, discovery, and dissemination of new knowledge" since many graduate programs at MSU are research oriented, and graduate students

work in close association with faculty, mentors, and advisors to advance knowledge through their research endeavors. Similarly, the Five-year Vision Document includes direct support for graduate programs, stating that “MSU will have graduate programs that are nationally recognized for research and teaching excellence.” MSU’s Five-year Vision Document also identifies the increased goal of 1800 graduate students with a 10% increase of support from grants, scholarships, waivers, *etc.*⁵⁹

There is also a relationship at MSU between the productivity of the research enterprise on campus and the growth and success of graduate programs. Therefore, the Five-year Vision Document supports graduate education through a number of references to improvements and attention given to research activities, as illustrated in the following statements:

- MSU will grow our annual Office of Sponsored Programs expenditures at a level that equals or exceeds the annual growth in federal Research and Development funding. We will increase the number of competitively awarded, large, multi-PI, interdisciplinary grants. We will expand our portfolio of funded research projects involving faculty in a larger number of disciplines.
- MSU will continue to grow a powerful research/creativity enterprise that spans the range of basic, applied, developmental, and commercialized research. MSU will increase its technology transfer enterprise and through these efforts enhance the Montana economy. MSU will continue to have about 32 invention disclosures annually, 90 cumulative patents issued, and 140 active technologies licensed. MSU will continue to have the majority of our licenses with Montana companies.
- MSU will increase the number of national labs or national research centers on campus to three.

- There will be a demonstrable increase in the involvement of graduate and undergraduate students in grants and contracts activity.
- MSU will enhance its Information Technology (IT) infrastructure to better support research and scholarship.
- MSU will have deployed a second data center to 1) meet the computing and data storage needs of faculty in support of their research and scholarship activities, and 2) house equipment in two different locations to provide redundancy and improve availability and security.

The various statements referenced above suggest that graduate education is, and will increasingly be, important to the campus mission and vision. In addition, at the specific program level, graduate programs are supportive of campus-wide plans, objectives, and strategies. The congruency of program-level objectives with campus and BOR mission and vision plans is assured through required program creation and review processes. BOR and campus creation and review processes are described in a prior section. At the graduate level, these processes differ in that academic and faculty review of new programs takes place at the UGC. Please refer to the academic program review process in **Standard 2.C**.

As described previously, BOR policy 303.1 requires that all new programs “serve to advance the strategic goals of the institution,” while BOR policy 303.3 requires that all programs be reviewed at least every seven years. MSU’s program review policies require a description of the role of graduate education in meeting the unit-level strategic plans. Examples from recent required MUS program reviews are available at the MSU website as noted in a prior section regarding assessment. A number of the MSU graduate degree programs are reviewed by outside accrediting organizations for programs such as Counseling, Architecture, Accounting, Education, and Nursing. All other programs are included in the seven-year program review cycle along with their respective undergraduate programs.

Mission

The Division of Graduate Education (DGE) develops, nurtures, promotes, and sustains graduate programs of the highest quality at Montana State University (MSU). DGE seeks to support graduate students and graduate programs at the highest level; to provide a foundation for MSU graduate program growth and development; and to advance the health, prosperity, and welfare of the United States and the State of Montana.

2.D.2 Programs of study at the graduate level are guided by well-defined and appropriate educational objectives and differ from undergraduate programs in requiring greater depth of Study and increased demands on student intellectual or creative capacities.

The rigor and requirements for graduate degrees at MSU are significantly greater than for undergraduate programs. The fundamental differences are associated with the advanced level of the content of the coursework, along with the demands for independent scholarship placed on the graduate student. A summary of the degree and program requirements for master's and doctoral degrees is detailed in the following [sections](#).⁶⁰

At the master's level, degrees are offered in each of the categories shown below. Degree requirements vary across category.

Traditional Master's Degree – Degree programs offered in this category provide students with two paths to complete their degree objectives. Plan A is the classical research-oriented degree comprised of a minimum of 20 credits of course work and ten credits of thesis. Plan B is designed for students who may wish to defer their research activities to the doctoral program or for whom the traditional research thesis is not appropriate for their field of study. Plan B programs consist of a minimum of 30 credits of course work. Each option requires both a written comprehensive exam and an oral defense of the thesis (Plan A) or professional paper or project (Plan B).

Professional Master's Degrees – The demand for post-baccalaureate preparation for a number of professions has prompted departments to offer professional master's degrees, which prepare students for employment in particular fields as well as provide opportunities for practicing professionals to remain current and competitive in their careers. The degree is similar to the Plan B option of the

traditional master's degree. However, the department offering the degree must demonstrate that the program meets the needs and requirements of the profession by supplying documentation from professional accrediting organizations. In addition, the program must include a summative capstone experience, such as a final design project or final comprehensive examination, that integrates the knowledge and competencies required for the professional field. Students are subject to the same admission and performance standards as traditional master's students. Current professional degrees include: Master of Professional Accountancy, Master of Architecture, Master of Project Engineering Management, Master of Construction Engineering Management, Master of Science in Science Education, Master of Public Administration, Master of Education, and Master of Architecture.

Seamless Master's Degree – The seamless master's degree is a professional master's degree with several unique features. Application and acceptance into the graduate program is initiated in the student's junior year of his/her baccalaureate degree. During the senior year, the student may enroll concurrently in courses required for completion of the undergraduate and graduate degree. Degrees are designed such that a student may complete both undergraduate and graduate requirements at the end of the fifth year. Students are subject to the same admission and performance standards as traditional master's students. Currently, the Construction Engineering Management is seamless.

While MSU undergraduate degree programs are comprised to a large degree of the completion of a course of study, graduate degree programs at MSU include significant additional requirements as detailed in the following sections regarding requirements of graduate degree programs.

2.D.3 When offering the doctoral degree, the institution ensures that the level of expectations, curricula, and resources made available are significantly greater than those provided for master’s and baccalaureate level programs.

MSU grants both the Ph.D. and Ed.D. degrees. Doctoral degrees are granted upon evidence that the candidates not only complete required course work but also demonstrate:

1. the ability to conduct independent scholarly investigation and/or creative activity, and
2. the ability to draw logical conclusions from that research, and to present and defend those conclusions in a scholarly manner.

Doctoral candidates must:

1. successfully defend a written thesis, and
2. successfully pass final comprehensive examinations.

Doctoral-level degree program requirements are detailed in **Standard 2.F.4**. Additional details are provided at the [DGE website](#).⁶¹

Standard 2.E – Graduate Faculty and Related Resources

MSU does not specifically denote a graduate faculty; rather, qualified faculty teach, mentor, instruct, and supervise students at both the undergraduate and the graduate levels. Uniquely, the university core includes a requirement that all undergraduate students take a core course bearing the research designation indicating that the student will complete a supervised experience. This aspect of the undergraduate university core requires the participation of many “graduate” faculty to introduce research into the undergraduate curriculum. Consequently, the graduate fac-

ulty includes *de facto* all MSU faculty members who by academic and professional preparation are qualified to supervise graduate students.

Due to the fact that there is not a separately constituted graduate faculty at MSU, the evidence provided in **Standard 4** regarding the faculty as a whole to a large degree constitutes evidence of the sufficiency of the “graduate” faculty.

Successful graduate programs demand a substantial institutional commitment of resources for faculty, space, equipment, laboratories, library and information resources.

2.E.1 The institution provides evidence that it makes available for graduate programs the required resources for faculty, facilities, equipment, laboratories, library and information resources wherever the graduate programs are offered and however delivered.

The continued sufficiency of budgetary, structural, and faculty resources supporting graduate education can be demonstrated quantitatively through growth in instructional budgets, funded research, graduate student assistantships, and faculty numbers. It can be demonstrated qualitatively through creations and innovations in research centers or labs and through external validation of MSU graduate student activities, such as competitive fellowships, scholarships, and national recognition.

The significant research activities of the MSU faculty are detailed in **Standard 4**, while information regarding MSU’s instructional budgets is provided in **Standard 7**. The quality and sufficiency of the clinical and laboratory facilities is described in **Standard 8**. **Standard 4.A.4** provides detailed information regarding the sufficiency of MSU faculty salaries.

MSU’s research expenditures, GTA expenditures, and total number of GRAs and GTAs supported in past years are listed in the following table:

Expenditures					
Year	Research Expenditures	GTA Expenditures	GRAs	GTAs	Total GRAs and GTAs
FY08	96,150,553	3,008,723	410	286	696
FY07	102,116,323	2,789,148	400	301	701
FY06	103,048,866	2,662,142	408	290	698
FY05	98,475,262	2,370,657	398	274	672
FY04	87,964,958	2,318,594	382	299	681
FY03	82,353,323	2,158,612	364	288	652
FY02	66,030,291	1,746,699	310	301	611
FY01	61,023,155	1,781,281	315	287	602
FY00	61,031,150	1,799,150	346	258	604
FY99	49,732,406				

2.E.2 The institution demonstrates a continuing commitment of resources to initiate graduate programs and to ensure that the graduate programs maintain pace with the expansion of knowledge and technology.

MSU has successfully initiated new graduate programs on a continuing basis. Resources committed to graduate programs have increased on a significant basis as demonstrated in **Standard 2.E.1**. The list of new graduate degrees offered by MSU in the past ten years is provided in **Standard 2.A.3**.

2.E.3 Institutions offering graduate degrees have appropriate full-time faculty in areas appropriate to the degree offered and whose main activity lies with the institution. Such faculty are related by training and research to the disciplines in which they teach and supervise research.

The sufficiency of the faculty to support the graduate degree programs at MSU is described in **Standard 4.A.1**. As described in that standard, 96% of tenure-track faculty at MSU are on full-time appointments, and of the full-time faculty, 85% possess doctoral degrees. In a number of fields—Nursing, Fine

Arts, Architecture, and Library Science—a master’s degree is considered to be the terminal degree in the field; thus, the proportion of faculty holding terminal degrees in their field approaches [100%](#).⁶²

2.E.4 Faculty are adequate in number and sufficiently diversified within disciplines so as to provide effective teaching, advising, scholarly and/or creative activity, as well as to participate appropriately in curriculum development, policy development, evaluation, institutional planning, and development. Small graduate programs ordinarily require the participation of several full-time faculty whose responsibilities include a major commitment to graduate education.

The sufficiency of the faculty to support teaching and advising, as well as scholarship and supervision of the curriculum, is described in detail in **Standard 4.A.1**. Faculty participation in curriculum planning processes at both undergraduate and graduate levels is provided through their participation in the Undergraduate Studies Committee, the Graduate Council, and the Academic Affairs Committee as described in [Standard 4](#).⁶³

2.E.5 In the delivery of off-campus programs, full-time faculty whose responsibilities include a major commitment to graduate education provide physical presence and participation in the planning, delivery, and assessment of the programs.

As mentioned above, more than 96% of tenure-track faculty are on full-time appointments; these faculty members devote their full attention to both undergraduate and graduate programs at MSU. Data provided in **Standard 4** comparing MSU to peer institutions indicate that our student-faculty ratios compare favorably to our peers. See the DGE website for more information regarding graduate program [instructors](#).⁶⁴

2.E.6 The institution that offers the doctoral degree has a core of full-time faculty active in graduate education at its main campus and at each off-campus location where doctoral programs are offered.

The sufficiency of the faculty to support the graduate degree programs at MSU is described in **Standard 4** and referenced in the prior three standards. MSU does not offer doctoral degrees at off-campus [locations](#).⁶⁵

Standard 2.F – Graduate Records and Academic Credit

2.F.1 Graduate program admission policies and regulations are consistent with and supportive of the character of the graduate programs offered by the institution. These policies and regulations are published and made available to prospective and enrolled students.

Graduate admission is a cooperative process between the DGE and MSU's academic departments. The DGE evaluates all campus-wide admission criteria, while the departmental faculty committees evaluate academic criteria unique to their degree programs, such as entrance examinations,

transcript evaluation, suitability of academic preparation, etc.

Any individual who has received a bachelor's degree from a regionally accredited college or university may apply for admission to the DGE. The DGE provides two application options: an online application and a paper application. Paper applications may be downloaded or are available from the department to which a student is applying as well as from the DGE. All paper application materials for graduate degree programs must be submitted directly to the department to which the student is applying. All paper application materials for non-degree graduate status must be submitted to the DGE.

Once the department reviews the completed application and all accompanying documents, it will send the file to the DGE with a recommended admission decision. The DGE then reviews the application and issues a formal decision letter.

Admission decisions are made on an individual basis. Before admission is granted, each application is reviewed by the appropriate departmental faculty and the DGE to determine if the applicant's academic history and preparation is satisfactory. Enrollment in a graduate program may be limited by the availability of faculty, staff, facilities, area of interest, or financial resources. In such cases, it may not be possible to admit all students who are otherwise qualified.

Students may be admitted into full or provisional status. A student's admission status may also include a condition specified in the letter of acceptance. An admission decision is based upon the department's recommendation and final approval by the DGE. Applicants may consider themselves admitted only when official notification has been received from the DGE. Admission is permitted for only one degree program at a time.

The DGE designates a specific term for which the student is accepted. Applicants may request a change in that term for up to one year. When a student does not register for the term admitted or is denied admission, the application materials submitted will

be retained for one year. If a student decides to reapply after this one-year time frame, the student will be required to resubmit all application materials as well as the application fee. Details regarding full admission, provisional admission, and admission with conditions are provided at the DGE [website](#).^{66, 67, 68}

2.F.2 Admission to all graduate programs is based on information submitted with the formal application such as undergraduate and graduate transcripts, official reports on nationally recognized tests, and evaluations by professionals in the field or other faculty-controlled evaluation procedures.

Application Requirements

All applications must include the following:

- a completed application for Graduate Admission;
- a completed Grade Point Average Calculation form;
- a nonrefundable application fee payment of \$50 for online applications or \$60 for paper applications;
- official transcripts reflecting all baccalaureate and post-baccalaureate work;
- three letters of recommendation;
- official entrance exam scores;
- a letter of intent or essay, if required by the academic department.

Entrance Exam Requirements

If the department requires an entrance exam, the DGE must receive an official score report from the specific testing agency. Unofficial score reports may be used to initiate the application process.

If accepted, however, a student will be prohibited to register for classes until an official score report is received.

If an official score report is not obtainable, a score report will be accepted directly from another accredited academic [institution](#).⁶⁹

2.F.3 Faculty teaching in graduate programs are involved in establishing both general admission criteria for graduate study as well as admission criteria to specific graduate programs.

As described in **Standard 2.F.1**, graduate admission is a cooperative process between the DGE and the academic departments of MSU. The DGE evaluates all campus-wide admission criteria, while the departmental faculty committees evaluate academic criteria unique to their degree programs such as entrance examinations, transcript evaluation, suitability of academic preparation, etc. Departmental faculty screen all applicants for graduate degree programs within their departments and set any unique departmental criteria for admission.

2.F.4 Graduation requirements for advanced degrees offered by the institution are determined by the faculty teaching in the applicable graduate programs. At minimum, the policies governing these graduation requirements include:

- **the specified time period in which the degree must be completed;**
- **the number of credit hours that must be completed at the degree-granting institution, normally at least two-thirds of those required for the degree;**
- **the minimum number of graduate-level credits, normally at least 50% of those required for the degree;**
- **for the master's degree, a minimum of one academic year of full-time study or its equivalent, with a minimum of 24 semester or 36 quarter hours;**
- **the number of graded credit hours that must be earned for the degree;**
- **the minimum standard of performance or acceptable grade point average, normally a B or its equivalent;**
- **the types of qualifying and exit examinations which the candidate must pass;**

- **the proficiency requirements the candidate must satisfy; and**
- **the thesis, dissertation, writing, or research requirement which the candidate must satisfy.**

Credit and course policies for master's and doctoral degrees at MSU include the following:

General Credit Requirements for Master's Degrees

1. The minimum credit requirement for master's degrees is 30 credits; some individual degree programs may require more.
2. Only those courses listed on a graduate program of study are applicable toward meeting graduate degree credit requirements.
3. Non-thesis credits – In all non-thesis programs, at least 30 credits or more as determined by the department must be for content coursework—not thesis credits.
4. 500-level courses – A minimum of 21 credits—including thesis—must be comprised of 500-level courses. Some degree programs may require a higher number.
5. Conversion of thesis credits to professional paper credits – When a master's student changes from Plan A (thesis plan) to Plan B (professional paper/project plan), a maximum of six credits of thesis may be converted to six credits of professional paper. The student must be able to show support for the change from all members of the graduate committee.
6. Conversion of professional paper credits to thesis credits – Professional paper credits may not be converted to thesis credits.
7. At least ten thesis credits must be successfully completed for thesis-plan programs. An unlimited number of thesis credits may be taken to complete a thesis; however, only ten thesis credits may be applied toward meeting degree requirements. As such, Plan A students must include ten thesis credits on the graduate program.

The remaining 20 credits—or more, as determined by the department—on the graduate program of study must be content coursework.

8. Registration for master's thesis credits is required during those terms the student is working on the thesis, using faculty time, and/or university facilities.
9. When registering for thesis credit, minimum registration is one credit for a semester.
10. Thesis credits are taken pass/fail only.

Course Limitations for Master's Degrees

1. Undergraduate (MSU 4XX) courses – Up to nine credits at the 400-level are allowed on a graduate Program of Study under two circumstances:
 - They were taken as a graduate student, or
 - They were reserved for graduate credit as a bachelor-degree seeking student.
2. Repeating or challenging previously taken courses – Courses taken as an undergraduate or non-degree student may not be later repeated or challenged and then applied toward requirements for a graduate degree.
3. 3XX (or lower numbered) courses are not applicable to master's degree requirements.
4. A maximum of three pass/fail credits, excluding thesis, may be used to meet the minimum credit requirements for the degree.
5. Challenging courses – Master's degree students may challenge no more than six credits for application toward a degree program.
6. Limit on age of courses – The age of courses at the time of graduation may not exceed six years.
7. Once a course is taken, it cannot be removed from a Program of Study.

General Credit Requirements for Doctoral Degrees

1. Minimum Credit Requirement – All students earning a doctoral degree from MSU must complete a minimum of 60 post-baccalaureate credit hours, of which 18 to 28 must be dissertation credits. A maximum of 30 credits from a previously earned master's degree may be applied toward the 60 credit minimum required for the doctoral degree.
2. In some departments, a greater number of credits are required. In others, in addition to dissertation/research credits, the satisfactory completion of certain courses is stipulated.
3. Dissertation Credit Requirements – All Ph.D. candidates are required to register for and complete a minimum of 18 dissertation credits. Fourteen credits of dissertation are required for Ed.D. candidates. An unlimited number of dissertation credits may be taken to finish a dissertation.
4. Residence Credit Requirements for Doctoral Degrees – A minimum of 30 credits applicable to the degree must be taken from MSU.

Course Limitations for Doctoral Degrees

1. Special Topics – Credits allowed toward degree requirements for Special Topics courses may not exceed the number defined by each degree program.
2. Individual Problems – No more than six credits of Individual Problems courses may be included on a doctoral Program of Study. Individual Problems courses may not be taken pass/fail.
3. Pass/Fail credits – A maximum of three pass/fail credits (excluding dissertation) may be included on a doctoral Program of Study.
4. Limit on Age of Courses – The age of courses at the time of graduation for a doctoral degree may not exceed ten years.

5. Courses from a Master's Program – The Graduate Program of Study lists those courses the student's committee feels are required to earn the doctoral degree.
6. Courses taken while in a master's degree program at MSU beyond those listed on the Graduate Program of Study may be used for an additional master's program or a doctoral program at a later time.

Qualifying and comprehensive exam policies at the master's and doctoral levels include the following:

- **Master's Qualifying Examination** – To test the student's preparedness, a qualifying examination may be administered by the major department. The student usually takes the examination during the first year of attendance.
- **Master's Comprehensive Examination** – Each candidate for a master's degree, including professional and/or seamless degrees, must pass a written and/or oral comprehensive examination. The examination covers subject matter included in the graduate program and any other material the examining committee considers pertinent. Comprehensive examinations are structured according to the department's individual requirements.
 - *Professional licensure/certification examinations* – Examinations for professional licensure or certification may not be used for or in place of the comprehensive examination.
 - *Grading of the comprehensive examination* – The comprehensive examination is graded with either a pass or fail as determined by a majority committee vote. The student officially passes the examination when all concerns and deficiencies have been met and are deemed satisfactory by all graduate committee members.
- **Doctoral Qualifying Examination** – To test the student's preparedness, a qualifying examination may be administered by

the major department. The student usually takes the examination during the first year of attendance.

- **Doctoral Comprehensive Examination** – The comprehensive examination is the major academic examination during doctoral study that assures that students have attained sufficient mastery of their discipline, including sufficient knowledge of pertinent literature, adequate academic background, appropriate training, and the ability to conduct research.

- *Written and oral comprehensive requirement* – The comprehensive examination must be both written and oral. The comprehensive examination will be approved by the student's graduate committee and the DGE.

Thesis and dissertation requirements at MSU include the following:

- **Master's Thesis** – A thesis, written by the student seeking the degree and based on original research, is a requirement for all thesis-plan (Plan A) master's degree programs. The thesis is usually the result of research by the candidate and is an original contribution to knowledge.
 - *Committee composition for thesis-plan students* – Three members of the student's graduate committee must be designated to guide the thesis. The graduate advisor is chairperson of the thesis committee.
 - *Submission of the final thesis* – The thesis must be submitted in final form to the DGE by published deadlines.
 - *Thesis requirements* – The thesis must meet all requirements set forth in the DGE's "Guide for Preparation of Theses, Dissertations, and Professional Papers." Final authority for approval of a thesis or professional paper rests with the Vice Provost for Graduate Education (VP for GE).
 - The DGE requires all students to submit an electronic version of their thesis or dissertation to the DGE instead of paper

copies. These documents are placed on the internet for worldwide access. ETD initiative will be considered on an individual basis. Internet access allows the student's work to be viewed freely by anyone using the World Wide Web, restricted to only the MSU campus, or given a mixed restriction (where parts of the student's thesis or dissertation may not be seen by the World Wide Web or MSU campus because of patent or publishing issues). Students may view the choices for restricting access by reading the Certificate of Approval form. Copy quality, punctuation, and spelling, as well as consideration of the subject researched and completeness of the research are the responsibility of the student's department. The VP for GE has final authority to approve the thesis.

- *Submission of the thesis to the MSU Libraries* – MSU has the authority to require graduate students to submit the graduate thesis to the MSU Libraries. The DGE will transmit all theses and dissertations to the MSU Libraries following approval of the document by the VP for GE. A thesis is considered complete when conveyed to the Libraries.

- **Thesis Patent Policy** – Patent requests should be submitted to the U.S. Patent Office well ahead of submission of the thesis to the DGE. If a patent request is submitted late and the contents of the thesis or any part thereof is still in the process of being patented, the student, major professor, and department head may submit a written request to the DGE to request withholding the thesis from the ETD website. This hold may be for a period of not more than six months during which time the patent request may be submitted to the U.S. Patent Office. Upon receipt of notice from the Patent Office that the patent request has been received, the department head shall inform the DGE that the thesis is to be released for public access on the ETD website.

- If the DGE is not notified to release the thesis prior to the expiration of six months, the thesis will automatically be released to the Libraries at that time. Under special circumstances, a request for an extension of time may be granted at the discretion of the VP for GE. The DGE will make every attempt to keep thesis information confidential.
- **Master's Defense of Thesis** – On thesis plans, the defense-of-thesis examination is required. The comprehensive examination and the defense of thesis may be combined and offered at the same time. The defense of thesis is graded with either a pass or fail—determined by a majority committee vote. The student officially passes the defense when all concerns and deficiencies have been addressed and are deemed satisfactory by all graduate committee members.
- **Doctoral Dissertation** – A dissertation is required for doctoral degrees. The dissertation must embody the results of extensive research by the doctoral student, be an original contribution to knowledge, and include new material worthy of publication.
 - An outline or proposal for the doctoral dissertation should be submitted to and approved by the student's graduate committee as early as possible. The final dissertation must be presented in an acceptable form and defended to the student's graduate committee no later than five years after successful completion of the comprehensive examination.
 - Final dissertation approval – Approval of the dissertation will be defined by the signature of the VP for GE only after the dissertation has been judged to meet all requirements. A dissertation is considered completed when conveyed to the MSU Libraries in an electronic format.
 - MSU has the authority to require graduate students to submit their dissertations to the MSU Libraries and to ProQuest for microfilming. Therefore, graduate students should submit a final electronic copy of the dissertation to the DGE following ETD guidelines.
- **Defense of Doctoral Dissertation** – A defense of the dissertation must be completed by all doctoral candidates. The defense usually consists of a public presentation and an oral examination of the candidate's research focus and background by the candidate's graduate committee. If a student wishes to sit for the dissertation defense during the intersession, the student must be registered for a minimum of three credits during the term prior to the intersession or the term immediately following the intersession.
 - The "open" and "closed" defense – A portion of the defense must be open to the public. This part usually consists of a presentation of the student's research. Following the open portion of the defense, the committee chair will excuse all attendees other than committee members from the room. Thus begins the closed portion of the defense during which the student's knowledge of the subject matter is assessed by the committee.

2.F.5. Transfer of graduate credit is evaluated by faculty based on policies established by faculty whose responsibilities include a major commitment to graduate education, or by representative body of such faculty who are responsible for the degree program at the receiving institution. The amount of transfer credit granted may be limited by the age of credit, the institution from which the transfer is made, and the appropriateness of the credit earned to the degree being sought.

Policies of the DGE proscribe that up to nine semester credit hours may be transferred from an accredited institution towards graduate degree requirements at MSU. The number of semester hours transferred from other insti-

tutions (non-degree or degree status) *combined* with credit(s) taken as a non-degree graduate at MSU may not exceed nine credit hours on a Program of Study. Individual departments may have stricter standards on the number of credits to be transferred. All eligible credits to be transferred are subject to approval by the student's graduate committee, graduate department, and the [DGE](#).⁷⁰

Transcripts of all transfer course work must be submitted with the Program of Study or when the student completes the course. If the student submitted those transcripts during the application process, the DGE will reuse the transcript for program auditing purposes.

MSU graduate policies regarding the Program of Study include the following:

- **Master's Program of Study** – The graduate committee and the student jointly develop a proposed Program of Study. The Program of Study defines the *minimum* requirements for the degree. Other requirements as determined by the student's graduate committee may also be listed. The Program of Study must be approved by the student's committee and department head. Final approval rests with the DGE.
- **Doctoral Graduate Program of Study** – The student's graduate committee and the student complete a Program of Study that lists those courses that are required to earn the doctoral degree. It is not unusual for students to take classes beyond those listed on their Program of Study; however, courses listed on a Program of Study to meet the degree requirements for a particular degree may not be used on a new Program of Study to be applied towards an additional graduate degree.
- **Program Approval** – The Program of Study must be approved by each committee member, who will indicate approval by signature on the Program of Study form. Final approval for the Program of Study rests with the DGE.

2.F.6 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program.

MSU graduate credit policies are provided in **Standard 2.F.4**.

Standard 2.G – Continuing Education and Special Learning Activities

2.G.1 The institution provides evidence that all off-campus, continuing education (credit and noncredit), and other special programs are compatible with the institution's mission and goals, and are designed, approved, administered, and periodically evaluated under established institutional procedures.

Continuing education programs are provided by the MSU Extended University (EU). The mission and vision of the EU are consistent with and supportive of MSU's Mission and Vision Statements and its Five-year Vision Document. Typically the programmatic offerings of the EU target non-traditional or place-bound student populations through the use of technology and flexible scheduling. Offerings include evening, week-end, summer, online, and compressed video courses and programs and include both credit and non-credit opportunities.

These strategic statements are supportive of the overall campus plans and strategies. The outreach programs offered through the EU directly support the MSU mission "to serve the people and communities of Montana by sharing our expertise and collaborating with others to improve the lives and prosperity of Montanans."

Similarly, the EU is charged with the primary responsibility to implement the following sections of the MSU Five-year Vision Document regarding non-traditional course and program offerings and instructional technologies. These comparisons indicate that the mission and vision of the EU are an integral and critical part of MSU's overall success.

Extended University Mission:

Our mission is to enhance access to high-quality education for a diverse community of learners in Montana—and beyond—in support of MSU's land-grant mission and institutional goals.

Extended University Vision: EU provides leadership to MSU in the design and delivery of credit and non-credit programs in online, blended, and face-to-face environments. EU staff maximize the use of appropriate and effective educational technologies and the most current understanding of teaching/learning strategies to offer high-quality and relevant outreach and educational opportunities for all.

Relevant sections of the Five-year Vision Document [include](#):⁷¹

- Curriculum – There will be a vibrant (and financially sustainable) series of evening, weekend, distance, and Summer Session course offerings for MSU’s regular student body and for others including placebound students.
- Curriculum – MSU will systematically invest in informational and instructional technologies that support and enhance the rapidly evolving formal and informal teaching and distance-learning needs of our diverse faculty and student body.

2.G.2 The institution is solely responsible for the academic and fiscal elements of all instructional programs it offers. The institution conforms to Policy A-6 Contractual Relationships with Organizations Not Regionally Accredited.

MSU is the sole provider of all for-credit academic programs offered through EU. The supervision of academic and fiscal elements of EU programs is provided through the direct oversight provided by the Provost as noted in **Standard 2.G.4.**

2.G.3 Full-time faculty representing the appropriate disciplines and fields of work are involved in the planning and evaluation of the institution’s continuing education and special learning activities.

When offering academic credit, EU policies and procedures require partnerships with the appropriate MSU academic departments. Responsibility and administration of the academic and fiscal elements of credit-based EU programs are provided by the same MSU departments as for traditional campus courses and programs. The creation, supervision, and assessment of for-credit EU programs are provided by academic departments as described in other sections of this standard.

The for-credit programs offered by EU include

- Borderless Access to Training and Education (BATE),
- Northern Plains Transition to Teaching (NPTT),
- Master’s of Science in Science Education (MSSE),
- Center for Learning and Teaching in the West (CLTW),
- Family Financial Planning (FFP) division of the Great Plains Interactive Distance Education Alliance (GPIDEA),
- Montana Geriatric Education Center (MTGEC),
- US Arabic Distance Learning Network,
- WICHE Internet Course Exchange (ICE), and
- various other grant-funded projects.

The National Teachers Enhancement Network (NTEN) is an EU program. NTEN was initially a grant-funded program that was created to offer online courses in all fields of science to practicing teachers. NTEN is now a self-supporting program. This program was externally evaluated during the grant but is now evaluated with bi-weekly meetings that cover course selection, course evaluation, faculty and student issues, course design, and course schedules. NTEN courses are delivered using a Learning Management System.

For-credit programs must follow established guidelines which provide for academic oversight of the new courses/programs and follow established MSU policies regarding granting of academic credit, new course/program review and approval, credit for experiential learning, institutional admission, residency, transfer of credit, and credit granted for outcomes testing. All EU credit-based programs are governed by MSU’s academic credit policies which are described in **Standard 2.A.6.**⁷²

2.G.4 The responsibility for the administration of continuing education and special learning activities is clearly defined and an integral organizational component of the institution's organization.

The EU is part of the academic organization of the institution, and the EU Director reports to the senior Vice Provost for Academic Affairs. Organization within the EU includes departments for Learning Technology, Outreach, and Communications; Finance and Administration; Research and Development; and Continuing [Education](#).^{73, 74}

2.G.5 Programs and courses offered through electronically-mediated or other distance delivery systems provide ready access to appropriate learning resources and provide sufficient time and opportunities (electronic or others) for students to interact with faculty.

Students enrolling in the EU credit-based courses and programs are provided all the same resources as other MSU students including remote access to all MSU library resources. All EU distance programs are offered through mediating technologies such as compressed video and/or internet-based learning management systems. These mediating technologies allow and encourage student/teacher and student/student [interactions](#).^{75, 76}

2.G.6 There is an equitable fee structure and refund policy.

Tuition and fees for credit courses offered by EU are comparable to tuition and fees for regular on-campus courses and are consistent with BOR policies. Formal policies are shared publicly through the EU website and are equitably administered without bias. Registration policies include add/drop and audit policies, which are consistent with standard MSU registration policies. Student transcripts along with credit histories are maintained in the campus information system.

2.G.7 The granting of credit for continuing education courses and special learning activities is based upon institu-

tional policy, consistent throughout the institution, and applied wherever located and however delivered. The standard of one quarter hour of credit for 30 hours one semester hour of credit for 45 hours of student involvement is maintained for instructional programs and courses.

All EU for-credit programs and courses are governed by general MSU academic credit policies as described in **Standard 2.A.6**.

2.G.8 Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved in advance by the appropriate institutional body and monitored through established procedures.

All EU for-credit programs and courses are governed by general MSU academic curriculum policies as described in **Standard 2.A.7**.

2.G.9 Credit for prior experiential learning is offered only at the undergraduate level and in accordance with Policy 2.3 Credit for Prior Experiential Learning.

All EU for-credit programs and courses are governed by general MSU academic policies regarding credit for prior experiential learning as described in **Standard 2.A.10**.

2.G.10 An institution offering an external degree, degree-completion program, or special degree has clearly articulated policies and procedures concerning admission to the program, transfer of prior-earned credit, credit by examination (e.g., College Level Examination Program (CLEP) of the College Entrance Examination Board and the institution's own examinations), credit for prior experiential learning, credit by evaluation, and residency requirements.

All EU for-credit programs and courses are governed by general MSU academic policies regarding credit for prior experiential learning as described in **Standard 2.A.10**.

2.G.11 When credit is measured by outcomes alone or other nontraditional means, student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of traditional instructional practices.

All EU for-credit programs and courses are governed by general MSU academic policies regarding credit for prior experiential learning as described in **Standard 2.A.10**.

2.G.12 Travel/study courses meet the same academic standards, award similar credit, and are subject to the same institutional control as other courses and programs offered by the sponsoring or participating institution. Credit is not awarded for travel alone. The operation of these programs is consistent with Policy 2.4 Study Abroad Programs, and Policy A-6 Contractual Relationships with Organizations Not Regionally Accredited.

All travel/study for-credit programs and courses are governed by general MSU academic curriculum policies as described in **Standard 2.A.7**.

Standard 2.H – Non-credit Programs and Courses

2.H.1 Non-credit programs and courses are administered under appropriate institutional policies, regulations, and procedures. Faculty are involved, as appropriate, in planning and evaluating non-credit programs.

EU also offers a variety of not-for-credit courses and programs. Non-credit courses and programs are supervised by MSU through the reporting relationship between the EU director and the Vice Provost for Academic Affairs. When appropriate, academic departments are consulted regarding the creation and development of non-credit courses and programs. In some cases where academic departments are

not able to participate in a particular course or program, they assist by reviewing materials and/or curricula and make recommendations for instructors. Requests for EU branding or services on non-credit courses/programs produced by external entities are routed to appropriate departments for [review](#).⁷⁷ Evaluation info

2.H.2 The institution maintains records for audit purposes which describe the nature, level, and quantity of service provided through non-credit instruction.

EU registration data, including registration information on non-credit offerings, are maintained in the EU Registration system (called ACE). All information, including student data, amount of credit (if applicable), and faculty/instructor information, is stored in ACE in active files for five years. Files older than five years are available but [archived](#).⁷⁸

2.H.3 When offering courses that award Continuing Education Units (CEU), the institution follows national guidelines for awarding and recording such units which call for one CEU being equivalent to 10 hours of instruction and appropriate to the objectives of the course. (See Glossary, Continuing Education Unit, and Policy A-9 Non-credit, Extension, and Continuing Education Studies.)

Non-credit courses are eligible for both Continuing Education Units (CEU) and Office of Public Instruction (OPI) credits as appropriate to the content and intent of the course. CEUs are allocated at 1/10 unit per hour of instruction as required by this standard. OPI credits are granted at one credit per hour of instruction. Records of both CEUs and OPI credits are maintained by the Registrar's [Office](#).^{79, 80}

Policy 2.1 – General Education/Related Instruction Requirements

General education curriculum requirements at MSU are described in **Standard 2.C.3**.

Policy 2.2 – Educational Assessment

MSU's assessment and outcomes policies and activities, along with the institutional assessment plan, are described in **Standards 2.B.1, 2.B.2, and 2.B.3**. The assessment plan is reproduced below.

Introduction and Purpose:

One element of the mission of MSU 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, MSU 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, is the systematic process of gathering, interpreting, and acting upon data related to student learning and experience for the purpose 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 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:

MSU follows a decentralized approach to assessment, with specific units responsible for

assessing specific academic programs, and faculty groups responsible for assessing general education. In conjunction with guidelines published by the NWCCU, MSU requires faculty to establish learning objectives for all undergraduate degree programs and to 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 they must publish annual updates through the centrally maintained assessment database, which can be accessed online. 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

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

- participate in biannual reviews of program goals and assessment plans,
- assist with collecting and interpreting assessment data as required by assessment plans, and
- participate in annual reviews of unit assessment results and the resulting decision-making process.

Members of the 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 dean, 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 responsibilities of curricu-

International and inter-cultural experiences and education are critical to the MSU mission and vision and to its Five-year Vision Document. Moving into the twenty-first century, the United States and Montana are increasingly being pulled into the global marketplace. Cutting-edge research and scholarship in all academic disciplines requires international collaboration and communication. Therefore, the MSU mission calls for “a challenging and richly diverse learning environment” enhanced through global, multi-cultural experiences and programs.

lum 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](#).⁸¹

Policy 2.3 – Credit for Prior Experiential Learning

MSU academic policies regarding credit for prior experiential learning are described in **Standard 2.A.10**.

Policy 2.4 – Study-abroad Programs

This section describes MSU activities relating to NWCCU standards concerning study-abroad programs and discusses other related MSU strategic international initiatives. International and study-abroad programs are mainly developed and operated by the OIP, although various academic units also conduct international [activities](#).⁸²

MSU Strategic International Goals

The MSU Five-year Vision Document calls for global and international accomplishments in many [areas](#).⁸³

- Students – The number of international students will increase to 500.
- Faculty – Faculty and staff will have increased access to professional development programs and international exchanges. A growing proportion of the faculty will have a global perspective on their disciplines and will be active participants in the international development of their fields. MSU will increasingly attract a strong and diverse faculty drawn from the best educators, scholars, and researchers throughout the world.
- Curriculum – Students will have increasing opportunities to participate in international experiences, and participation in study-abroad programs will increase to 500. Additional opportunities will be offered for students to learn critical languages and to study other cultures and global issues.



PHOTO BY ANNETTE TRINITY-STEVENS

- Partnerships – MSU will develop expanded international partnerships in key countries and regions in order to provide study-abroad and exchange opportunities for students and faculty, to increase international diversity on the MSU campus, and to promote international research collaboration.

This comprehensive set of campus-wide goals and objectives highlights MSU's commitment to a diverse, multi-cultural learning experience and environment. Progress regarding these MSU international/diversity goals will be detailed in the following sections.

The Office of International Programs

The Office of International Programs (OIP) provides leadership in attaining these goals. Staff members conduct a broad range of programs and services which aim to bring international education to the core of academic and cultural life at MSU. Activities offered by OIP include providing services for MSU's international students and scholars; sending MSU students abroad on summer, semester, and academic-year education-abroad programs; providing training programs for various international groups; and conducting grant-funded programs which enhance the MSU curriculum or address international development and technical assistance needs. Detailed program information is available through the OIP [website](#).⁸⁴

Major OIP Accomplishments

Several areas of OIP programming are particularly noteworthy.

- *Programs Relating to the Arab World and Muslim Nations* – MSU believes that U.S. higher education needs to play an important role in trying to promote understanding and positive relationships between the United States and the nations and peoples of the Islamic world. Toward this important goal, which is essential to achieving peace, OIP has embarked on several initiatives:

- Morocco Partnership: Since 1995, MSU has maintained a strong partnership with Al Akhawayn University in Ifrane, Morocco. Over the 12 years of this partnership, more than 200 students and faculty have taken part.
- Arabic Project: In cooperation with the Modern Languages Department and the Burns Technology Center, OIP has created an innovative Arabic language program. Utilizing distance-education technologies, the program now provides Arabic instruction on 11 major college and university campuses across the U.S. and is one of the largest Arabic programs in the country.
- Middle East Partnership Initiative: OIP has been selected by the U.S. State Department for the last four years as one of five institutions in the U.S. to host groups of Arab undergraduates for summer programs in its Young Leader Initiative.
- Turkey Dual Diploma Programs: In cooperation with Istanbul Technical University and Selçuk University, MSU has developed four degree tracks through which Turkish students can earn B.S. degrees from MSU and their home university in Turkey. Students are in residence at each institution for alternating years, spending their second and fourth years at MSU. Major options are bioengineering, biochemistry, environmental science–policy option, and mechanical engineering. Nearly 50 students are enrolled in the program as of fall 2008.
- Study-abroad Opportunities – This includes study-abroad programs OIP administers at six locations in England, Morocco, and New Zealand. These programs are offered to students at other institutions as well through the College Consortium for International Studies. In addition, OIP conducts reciprocal exchange programs with more than 40 universities around the world. These

OIP offers an extraordinary set of study-abroad opportunities for MSU students, including more than 250 institutions in more than 50 countries.

programs are particularly important for Montana resident students, enabling them to study abroad while continuing to pay in-state tuition, and they bring a terrific inflow of high caliber students to the MSU campus from around the world. The remaining options are offered through various consortia to which MSU belongs in order to expand the options available to students. More information on study abroad is provided in the section devoted to it below.

- *Quality International Student and Scholar Services* – OIP is particularly proud of the quality of the services it provides to MSU’s international student and scholar community. This includes the commitment to meet all new international students at the Bozeman airport on their arrival. It also includes an in-depth two-day orientation at the beginning of every semester, excellent support regard-

ing immigration compliance, quality personal and academic advising services on an individual basis, expeditious handling of applications and inquiries from prospective students, and excellent support for individuals seeking immigration approval to be employed by MSU academic departments. These services are discussed below.

- *Technology-based Programs* – OIP is a national leader in integrating technology into international programs, believing that the future of international education will be characterized by a synthesis of traditional international program activities with technologically-based elements.
 - A primary example of this, the Arabic language initiative, was mentioned above. In this project called the U.S. Arabic Distance Education Network, the lead professor teaches through interactive video facilities to multiple campuses across the nation, while native speaking local instructors supplement instruction on each participating campus. The program also integrates study-abroad options into the program, enabling students to continue their Arabic studies in an Arabic language environment. This program has enrolled more than 1,400 students since its inception in 1999. It has been awarded a prestigious FIPSE Comprehensive Program grant and was the inaugural recipient of the Institute of International Education’s Andrew Heiskell award for campus internationalization.
 - Another new technology-based initiative is an Undergraduate Research Seminar on Global Climate Change offered in partnership with the University of Western Australia (UWA) through a grant from the U.S. Department of Agriculture. Teams of students at UWA and MSU are conducting research projects on climate change.



PHOTO BY ERIN RALEY

International Institutional Partnerships

MSU's international programs are built upon an extensive network of international partnerships. These partnerships provide the basis for a diverse array of international programs for students, faculty, and staff. They enable MSU to offer reciprocal international exchange opportunities for MSU students, a critical component of MSU's study-abroad programs because they offer MSU students the opportunity to study abroad while continuing to pay MSU tuition rather than higher cost study-abroad program fees. This is particularly important for in-state students from low-income families. Other international partnerships provide the foundation for several MSU study-abroad programs, which offer study-abroad opportunities on a non-exchange, program-fee basis, which allows for a large number of study opportunities since they are not limited by the need to balance outgoing and incoming students. These programs are discussed in greater detail in a separate section below. Partnerships also increasingly provide opportunities for faculty activities, such as international research collaboration. A new specialized series of partnerships with institutions in Turkey provide the basis for dual diploma programs through which students can study at both MSU and their home institution, completing bachelor degree requirements at both institutions (discussed further under accomplishments). The OIP has continued to expand international partnerships and options for students seeking a program abroad. For a list of current partnerships maintained by OIP.

OIP [also](#)⁸⁵ provides support for other international partnerships that are maintained by several of MSU's academic colleges. Potential new exchange agreements are carefully screened. New partnerships may originate in a number of ways: MSU faculty members' relationships with faculty counterparts abroad, discussions initiated by the foreign university, and discussions initiated at major international conferences and meetings such as the annual meeting of NAFSA: Association of International Educators, etc. All partner-

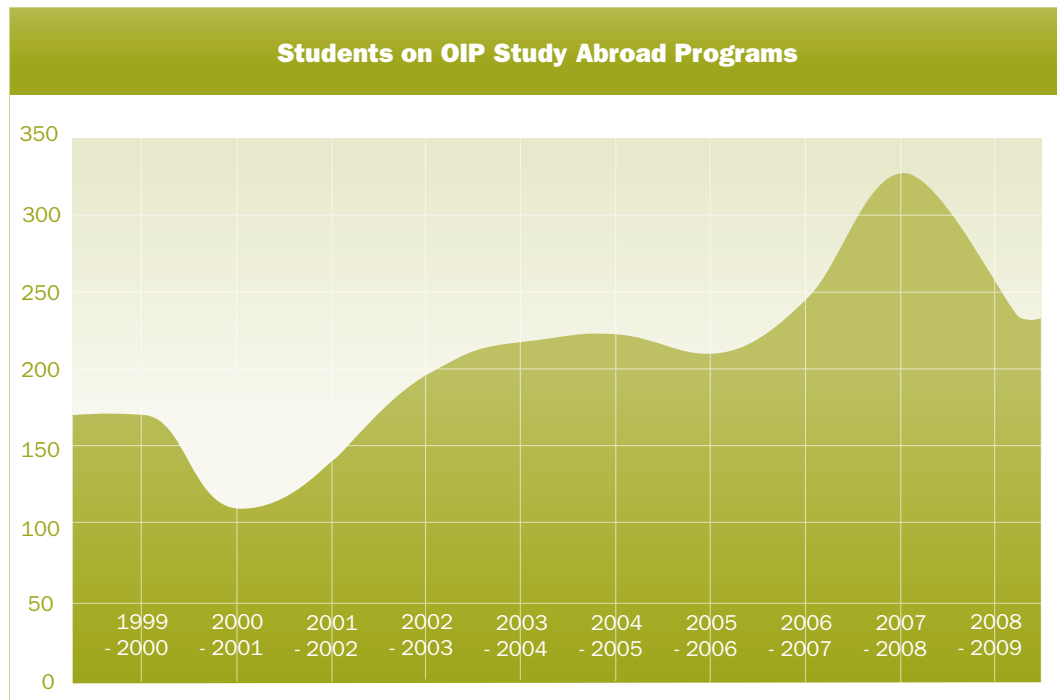
ships are reviewed and approved by the Vice Provost for International Education and the Provost. All major institutional partnership agreements must be signed by MSU's President. Key academic departments are consulted before partnership commitments are made. College and departmental agreements may be signed by the appropriate senior administrator of the academic unit involved.

In addition, OIP participates in several international consortia that link large numbers of institutions to provide additional opportunities for students to study abroad. MSU is a member of the College Consortium for International Studies (CCIS), a consortium based in Washington, D.C., offering 94 study-abroad [options](#).⁸⁶ Six of these programs are operated by MSU for CCIS. MSU is also a member of the International Student Exchange Program (ISEP), a consortium of 275 institutions worldwide, that exchanges students on a multilateral basis through the ISEP [infrastructure](#).⁸⁷ Altogether, including MSU's partnerships and these consortia, MSU offers more than 250 study-abroad options in more than 50 countries.

Study Abroad

Over the last decade, MSU has achieved a substantial increase in study-abroad enrollments. In 1999 approximately 40 students went abroad through OIP, including students studying on semester and academic-year programs as well as those participating in shorter programs led by MSU faculty members. Enrollments reached a high point of 315 students during the 2007-08 academic year. These trends are illustrated in the graph below. As indicated, study-abroad enrollments declined for the 2008-09 academic year, due to the decline in the value of the dollar and consequent dramatic increase in costs of study abroad, combined with the deepening economic problems in the United States.

Several other MSU academic units (e.g., the College of Arts and Architecture, the Honors Program) also offer study-abroad programs for their students. For the 2007-08 academic year, an additional 75 students



studied abroad on these programs. When enrollments for these programs are added to those for OIP's programs, 390 students studied abroad on MSU programs during the 2007-08 academic year. In summary, over the last ten years MSU has been making steady progress toward our goal of having 500 students per year participating in MSU study-abroad programs. Of course, MSU students may also elect to enroll in a myriad of study-abroad opportunities offered by other institutions (e.g., enroll directly in foreign universities, or in the programs of various study-abroad providers) and apply for transfer credit upon their return. These students are not included in the above data.

Study-abroad Staff

OIP employs professional staff with extensive study-abroad experience to coordinate its study-abroad and exchange programs, to advise students about study-abroad opportunities and assist them in preparing to study abroad, and to support faculty who lead groups of students abroad.

Study-abroad Resource Center

OIP maintains an International Opportunities Resource Center in its offices in Culbertson Hall on the Bozeman campus. Students have access to this extensive resource library in order to research international study, work, and travel opportunities. It includes comprehensive resources on foreign partner institutions. Students have access to extensive scholarship information regarding unique funding opportunities for international exchange students. Computers provide access to materials relating to international programs online. The resource center is staffed by the study abroad advisor as well as student advisors who have returned from study-abroad programs, providing informed advising services for students seeking information on study-abroad opportunities.

Academic Credit

MSU students are guaranteed to receive full academic credit for all courses successfully completed on MSU-sponsored study-abroad and exchange programs. The applicability of courses taken abroad toward specific degree requirements is determined by the Registrar's Office and the appropriate academic depart-

ment. Study-abroad credit is applied to the student's transcript on a pass/fail basis due to the complexities of trying to convert grades fairly from foreign educational systems into letter grades in the U.S. higher-education system.

Students studying independently at foreign institutions not under the aegis of MSU do not qualify for study-abroad credits. Rather, they are able to submit transfer transcripts to the Registrar's Office where credit evaluation is provided in accordance with MSU transfer policies and procedures.

Study-abroad and Partnership Agreements

Study-abroad programs available to MSU students are governed by formal agreements with cooperating partner institutions, which normally consist of a general agreement and one or more accompanying Memoranda of Understanding (MOU). The general agreement includes the purposes of the exchange or program, guidelines regarding credits for students, opportunities for faculty exchanges, research collaborations, references to MOUs, and termination policies. The MOU provides protection to each institution and to the exchange student, and it provides needed information for the student to be fully aware of the circumstances and situation that exists at the remote institution. The MOU specifies details regarding programmatic activities and typically includes the following information:

- Numbers of students;
- Enrollment period;
- Student eligibility criteria including GPA requirements, student residency, and student level;
- Screening requirements at the remote institution, including language requirements, application documents, and application time cycles;
- Institutional responsibilities at the remote institution, including formal correspondence with students and required on-site orientation regarding academic and living environment;
- Assignment to academic unit and adviser(s);
- Availability of student services and resources to exchange students;
- Placement in institutional housing where possible, and assistance in finding housing if not available on campus;
- Provision of academic transcript upon completion of the exchange;
- Financial details including tuition and fee schedules;
- Costs for room and board, travel, books, etc. covered by the exchange student;
- Requirements and cost for medical insurance;
- Requirements to abide by local laws at the remote location;
- Due process for discharging the student under failure to meet the terms of the exchange agreement;
- Terms and date of enforcement of the MOU.

College Consortium for International Studies Programs: As mentioned above, OIP maintains six study-abroad programs which it operates in cooperation with foreign partner institutions as part of the CCIS. In addition to MSU students, OIP offers these programs to students from CCIS member institutions. These programs are located at Al Akhawayn University (Morocco), Canterbury University at Christchurch (New Zealand), Foundation for International Education (England), Kingston University (England), Massey University (New Zealand), and Waikato University (New Zealand). These programs are operated under the supervision of the CCIS Academic Programs Committee and according to CCIS program guidelines. These guidelines include period accreditation review based on accepted accreditation processes.

Study-abroad Application Process

The OIP study abroad coordinator and the study-abroad advisor and outreach coor-

dinator assist students in preparing to study abroad. Students wishing to study abroad must complete the following steps:

- **Application:** Students must complete an application for the program abroad. Almost all OIP exchanges fall within ISEP or CCIS. The MSU application, coupled with the respective ISEP or CCIS application, collects personal, academic, intent (500-word essay), and financial information along with confidential academic and language references. Criteria for selection vary with each program, but generally students must have obtained at least sophomore standing and earned a minimum 2.50 cumulative GPA to be considered. In cases where a language proficiency is required, students must have completed at least two years of language instruction at the college level and/or have their fluency certified by appropriate faculty in the department of Modern Languages and Literature.
- **Advising agreement:** Students must process an advising agreement prior to their departure, which is signed by their advisor and/or departmental certifying officer, a representative of the Registrar's Office, and a representative from the Financial Aid Office. The advisor/certifying officer assists the student in selecting courses which are appropriate for the student's degree objectives. The Registrar's Office determines which courses are appropriate for university core requirements. The Financial Aid Office certifies that the program of study is applicable to the student's degree objectives and authorizes the disbursement of aid when applicable. The exchange coordinator also works closely with the Registrar's Office to determine appropriate conversion formulas for international credit that are consistent, and in compliance, with NASC standards. Because of the complexity of international grading practices, courses completed on exchange are posted on the MSU official transcript with grades of pass or fail.
- **Orientation:** Students must attend an intensive orientation conducted by OIP. The goal is to help students prepare for their overseas program to the greatest extent possible. This event is held the first weekend in December for spring departures and the last week of April for summer and fall departures.

During orientation several guest speakers do presentations from around campus. A representative from the Financial Aid Office comes to talk to students about how to make sure they have their aid available and are able to stay eligible for this benefit. A representative from the Student Accounts Office addresses the need for students to confirm enrollment and how they can make sure their bills are paid while overseas. A representative from the Registrar's Office is there to discuss issues with students regarding academic credit, important dates concerning registration, various policies, and ways to receive their transcripts when they return. Also, the Student Health Center and Counseling Services support students by advising them on immunizations and general physical and emotional health while abroad.

After the guest speakers have contributed to the orientation, students have a chance to break off into discussion sections where they can meet and speak with students who have studied at their host university. This provides a fun and informal atmosphere in which students can gather more first-hand knowledge on what to expect and how to prepare.

Exchange/Program Coordinators

While OIP does not have resident directors at each of the exchange sites, exchange coordinators are designated by all partner institutions who serve to support students coming from MSU. Students contact these personnel when they arrive; coordinators assist students with course selection, housing, advising, and other concerns as needed.

Student Evaluations

All exchange relationships are evaluated through required formal feedback from exchange students when they return to MSU and also through formal program review processes. Upon finishing a study-abroad program, students are required to complete an evaluation. This survey asks them to describe parts of their program including the academic environment at the host institution, living arrangements, social life, financial matters, and support services.

- For academic information, students are asked to provide a list of courses they took while abroad, names of professors they would recommend, a description of a typical course load, information on grading policies, and a comparison of their academic experience overseas with a typical semester at MSU.
- In order to describe living conditions overseas, students provide details on their living arrangement, cost of their housing, whether they were satisfied, what was provided with the housing, location of the housing, and cooking facilities.
- Social life questions include requesting students to give feedback on what habits and customs were unfamiliar to them, what clothing was appropriate for their host culture, what options they had for integration, what activities were available, and what suggestions they would have for vacation activities.
- Students are able to provide feedback regarding financial matters by telling how they financed their program, if they received a stipend, how much they spent on their program and traveling, and how they did banking while abroad.
- These topics give the student a chance to give feedback regarding the programs MSU offers and to express suggestions, concerns, or praise. Moreover, evaluations are an extremely valuable tool for sharing first-hand knowledge with students who are contemplating studying abroad,

comparing programs, or preparing for a trip. Most study-abroad returnees release their contact information and are willing to be e-mailed by students needing further guidance. Furthermore, if advisors see a trend that is a concern for a particular program, the evaluations can provide important information on how to rectify the situation.

- Evaluations are kept in the International Opportunities Resource Center and as part of OIP's database; they can be emailed to any student considering a study-abroad program.

Withdrawal Procedures

Study-abroad programs are covered by standard university withdrawal procedures to ensure that fair reimbursement policies are in place should the student need to withdraw from the program or should the program not be delivered as promised for reasons within the sponsor's control.

Opportunities for Faculty

MSU faculty can engage in international activities in several ways.

- Faculty-led Study-abroad Programs – Consistent with national trends in the United States, MSU offers faculty the opportunity to lead groups of students abroad on for-credit programs. These programs are coordinated by OIP and are governed by university policy. Programs are administered by OIP's Special Programs staff as well as by various MSU academic units (e.g., the College of Arts and Architecture and the University Honors Program). Programs are of various lengths and provide varying amounts of academic [credit](#).⁸⁸
- Training Programs for International Groups – MSU conducts numerous special programs each year for various international groups, providing opportunities for faculty to teach and interact with groups of participants from around the world. For example, as mentioned

under Major OIP Accomplishments, for the last five years, MSU has been selected by the U.S. Department of State to be one of five institutions awarded grants to provide special Student Leader seminars for selected students from Islamic nations through the Middle East Partnership Initiative (MEPI). Another example of these programs is the Long-term Education Administrator Program (LEAP), a year-long training program administered by OIP with funding from the Japanese Ministry of Education (MEXT), which brings a group of mid-level Japanese university administrators to MSU each year. Various MSU faculty and administrators lecture to LEAP participants, who then work as interns in their departments. These programs are usually administered by OIP in cooperation with the appropriate MSU academic department and/or college.

- Faculty International Research and Program Development Fund – OIP has established a special fund to provide support for faculty to conduct research abroad while contributing to the development of MSU’s international program infrastructure. The program is intended to provide relatively small grants of up to \$3,000 and requires cost-sharing contributions from the faculty member’s department, academic college, or other source. Since its inception in 1999, the fund has provided 54 grants to MSU faculty members, totaling more than \$74,000.
- Other Grant-funded International Projects – In addition to the above programs,

MSU faculty engage in international activities through various grant-funded programs. For example, a grant from the NSF Developing Global Scientists and Engineers Program to send several MSU undergraduate science students to Norway each summer to join research teams at the University of Bergen has provided MSU faculty the opportunity to work in cooperation with counterparts in Norway. Many of these programs are conducted in cooperation with OIP.

International Students

As outlined above, one of MSU’s international goals is to increase international student enrollment to at least 500. This goal is important in order to offer students the multicultural international campus environment that will prepare them for the truly “borderless careers” they will enter upon graduation. Substantial progress toward this goal has been accomplished. In fall 2008, 496 students from 51 nations were enrolled on the MSU campus. This number includes students enrolled in the intensive English Language Institute (ELI) on the MSU campus, which is administered by American Cultural Exchange of Seattle, Washington on a contractual basis. However, the official enrollment data maintained by the Registrar’s Office includes only students who have been admitted to MSU degree programs. The table below provides a ten-year history of international student enrollments based on the registrar’s data (which does not include ELI students).

International Students Registered in MSU Degree Programs (not including ELI students)

Year	Students	Year	Students
2008	399	2003	295
2007	377	2002	314
2006	328	2001	305
2005	284	2000	369
2004	291	1999	331

As noted in Major OIP Accomplishments, one major strength of the program is the quality of the services provided to international students and scholars.

The OIP International Student and Scholar Services staff provides support for international students enrolled at MSU. This support includes a required orientation for all students, assistance with identifying faculty advisors in their fields of study, a review of compliance with immigration and immunization laws, and suggestions regarding community groups that are particularly interested in including international students in upcoming activities. OIP staff also supports international students who are seeking an MSU degree regarding MSU application/admission procedures, transcript evaluations, and compliance with immigration and immunization laws. Note that international student enrollment trends and quality of international student services were discussed in earlier sections.

OIP conducts an extensive five-day orientation that is required for all new international students. The orientation includes the following activities: welcome by MSU president or his designee; a discussion of issues of immediate concern (housing, meals, student ID card, money and banking, credit cards, e-mail, advising); introduction to academics at MSU (how to succeed in the classroom); a presentation by the Dean of Students on personal safety (campus safety resources, scams, driving, social issues, racism, alcohol and drugs); a discussion of laws and regulations (visa status, employment, taxes, documentation, and reporting requirements); an introduction to the health and counseling center (immunizations, health care services, and insurance); a panel presentation on cultural adjustment and small group break-outs afterwards; an Interactive Information Fair (booths representing 20 campus services, organizations, activities); English placement tests (for conditionally admitted undergraduates); SPEAK test (for international graduate teaching assistants); a course registration information session; and a tour of the Libraries.

Policy 2.5 – Transfer and Award of Academic Credit

MSU transfer credit policies are described in **Standard 2.C.4**.

Policy 2.6 – Distance Delivery of Courses, Certificate, and Degree Programs

MSU's distance-delivery programs and procedures are described in **Standard 2.G**.

Standard 2 – Summary and Analysis

Montana State University demonstrates educational program effectiveness in its instruction and research. However, the world of academics is changing, therefore MSU must and will adapt to a dynamic environment that demands agility in its responsiveness. The quality of MSU's teachers and learners is excellent, which is evidenced in multiple ways.

Strengths

- Opportunities for hands-on, active learning is a signature of the MSU educational experience. MSU students are at the intersection of learning and the discovery of knowledge.
- The university's core education component, Core 2.0, has been rebuilt to be an innovative inquiry and research-based curriculum to provide all students the best possible learning experience. Core 2.0 ensures that all freshman will participate in a freshman seminar and that all students will have a research or creative experience whether they be in the arts, humanities, natural sciences, or social sciences.
- MSU faculty and curriculum are very strong, with programs eligible for national accreditation having sought and achieved it – e.g., Engineering, Business, Nursing, Architecture, Education.

- MSU students are very competitive in being awarded prestigious scholarships – especially the Goldwater, as well as the Rhodes, Truman, Mitchell, etc.
- Over the last decade the university's Service Learning Program has grown in participation and scope, and become increasingly vibrant.
- Even though MSU operates in a relatively challenging fiscal environment, instruction resources have kept pace with or exceeded growth in student body.
- On national professional examinations (e.g., Engineering, Accounting, Nursing), MSU students have pass rates that significantly exceed national averages.
- Faculty possessing the terminal degree in their respective disciplines is the norm at MSU.
- High faculty research and creative productivity across the curricular spectrum brings recognition to the university and enhances its reputation, enhances faculty vitality in their areas of expertise, and strengthens the university's signature success in integrating the discovery of knowledge and learning in the student experience at MSU.
- The University Honors Program has seen substantial growth in student participation; approximately seven percent of the undergraduate student body, across all colleges, participates in the University Honors Program.
- Opportunities for MSU students for an international academic experience are better than ever, both in regard to range and quality.
- MSU has been calculatedly methodical in developing quality distance deliverable programs (rather than just courses per se), several of which have national and international stature.

Challenges

- Above all, the greatest challenge for MSU will be to not become complacent, not to rest on its laurels. MSU must continuously monitor, review, renew, and invest in its commitment to instructional excellence and innovation while integrating the discovery of knowledge in the learning experience.
- Faculty development and renewal will remain a priority, albeit a challenging one in what is projected to be a difficult fiscal environment.
- Students of the "born-digital" generation will continue to challenge faculty to develop pedagogies that are responsive to and effective for their learning styles and expectations.
- Continued development of the university's assessment methods for its educational programs and their effectiveness will remain both a priority and a challenge.
- Recruitment of both students and faculty in an increasingly competitive market will be a challenge.

Endnotes for Standard 2

- 1 <http://www.montana.edu/vision/current/index.html>
- 2 <http://www.montana.edu/president/prescomm/mission.html>
- 3 <http://www.montana.edu/cpa/poe/outreach.php>
- 4 <http://www.mus.edu/borpol/bor300/303-10.pdf>
- 5 <http://www.mus.edu/borpol/bor300/303-1.pdf>
- 6 <http://www.montana.edu/accreditation/accredLinks/st2/MSUAnnualAccreditationReport1999.pdf>
- 6.2 <http://www.montana.edu/accreditation/accredLinks/st2/MSUAnnualAccreditationReport2001.pdf>
- 6.3 <http://www.montana.edu/accreditation/accredLinks/st2/MSUAnnualAccreditationReport2002pdf>
- 6.4 <http://www.montana.edu/accreditation/accredLinks/st2/MSUAnnualAccreditationReport2003.pdf>
- 6.5 <http://www.montana.edu/accreditation/accredLinks/st2/MSUAnnualAccreditationReport2004.pdf>
- 6.6 <http://www.montana.edu/accreditation/accredLinks/st2/MSUAnnualAccreditationReport2005.pdf>
- 6.7 <http://www.montana.edu/accreditation/accredLinks/st2/MSUAnnualAccreditationReport2006pdf>
- 6.8 <http://www.montana.edu/accreditation/accredLinks/st2/MSUAnnualAccreditationReport2007.pdf>
- 6.9 <http://www.montana.edu/accreditation/accredLinks/st2/MSUAnnualAccreditationReport2008.pdf>
- 6.10 <http://www.montana.edu/accreditation/accredLinks/st2/MSUAnnualAccreditationReport2009.pdf>
- 7 <http://www.montana.edu/wwwcat/requirements/reqs6.html>
- 8 http://www.montana.edu/wwwdg/cat_for_masters_stud.shtml
- 9 http://www.montana.edu/wwwdg/cat_for_doc_stud.shtml
- 10 <http://www.montana.edu/wwwcat/programs/prog1.html>
- 11 <http://www.montana.edu/wwwcat/programs/prog3.html>
- 12 <http://www.montana.edu/wwwprov/assessment/assessmentplans.htm>
- 13 <http://www.montana.edu/fyiparents/terms.html>
- 14 <http://www.montana.edu/wwwcat/academic/acad6.html>
- 15 <http://www.montana.edu/wwwcat/academic/acad5.html>
- 16 <http://www.montana.edu/accreditation/accredLinks/st2/mus.edu/borpol/bor300/303-3.pdf>
- 17 <http://www.mus.edu/borpol/bor300/303-4.pdf>
- 18 http://www.montana.edu/wwwprov/assessment/documents/Rubric_AoL_Plans_2008.pdf
- 19 <http://www.montana.edu/wwwprov/assessment/surveys/>
- 20 <http://www.montana.edu/wwwprov/ProgramReview.htm>
- 21 <http://www.collegeportraits.org/>
- 22 <http://www.montana.edu/wwwprov/committees/assess.html>
- 23 http://www.montana.edu/wwwprov/student_outcomes_assessment.htm
- 24 <http://www.montana.edu/vision/current/index.html>
- 25 <http://www.mus.edu/borpol/bor700/7053.htm>
- 26 <http://www.montana.edu/accreditation/accredLinks/st2/mus.edu/borpol/bor300/303-3.pdf>
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- 35 <http://www.montana.edu/wwwcat/>
- 36 <http://www.montana.edu/wwwcat/requirements/reqs4.html>
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- 40 <http://www.mus.edu/borpol/bor300/301-5-1.pdf>
- 41 <http://www.mus.edu/borpol/bor300/301-5-2.pdf>
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- 43 <http://www.montana.edu/wwwcat/admission/admir4.html>
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- 45 <http://www.mus.edu/transfer/index2.asp>
- 46 <http://www.mus.edu/borpol/bor300/301-5-5.pdf>
- 47 <http://www.montana.edu/wwwgs/advising.html>
- 48 <http://www.montana.edu/freshman/>

- 49 <http://www.montana.edu/wwwprov/workload.htm>
- 50 <http://www.montana.edu/wwwgs/Advisorstoolkit.html>
- 51 http://www.montana.edu/wwwgs/documents/FacultyAdvisorChecklistF08_000.pdf
- 52 http://www.montana.edu/wwwgs/documents/advisingchapter_002.pdf
- 53 <http://www.montana.edu/wwwgs/preus.htm>
- 54 <http://www.bozeman.msugf.edu/>
- 55 <http://www.montana.edu/wwwdg/>
- 56 <http://www.montana.edu/wwwcat/>
- 57 <http://www.montana.edu/wwwdg/departments.shtml>
- 58 <http://www.montana.edu/vision/current/index.html>
- 59 http://www.montana.edu/wwwdg/cat_for_masters_stud.shtml
- 60 http://www.montana.edu/wwwdg/cat_for_doc_stud.shtml
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- 66 <http://www.montana.edu/wwwdg/apply.shtml>
- 67 http://www.montana.edu/wwwdg/cat_appl&deadlines.shtml
- 68 <http://www.montana.edu/wwwdg/apply.shtml>
- 69 http://www.montana.edu/wwwdg/cat_trans_credits.shtml
- 70 <http://www.montana.edu/vision/current/index.html>
- 71 <http://eu.montana.edu/ContinuingEd/about/services/CreditApp.htm>
- 72 <http://www.montana.edu/opa/orgcharts/Provost.pdf>
- 73 <http://eu.montana.edu/about/staff.htm>
- 74 <http://eu.montana.edu/online/>
- 75 <http://eu.montana.edu/btc/tlt/gettingstarted/D2L>
- 76 <http://eu.montana.edu/ContinuingEd/about/services/>
- 77 <http://eu.montana.edu/credit/policy.htm>
- 78 <http://eu.montana.edu/ContinuingEd/about/services/ceu.htm>
- 79 <http://eu.montana.edu/ContinuingEd/about/services/opi.htm>
- 80 http://www2.montana.edu/policy/student_outcomes_assessment_poli.htm
- 81 <http://www.montana.edu/international/aboutus.htm>
- 82 <http://www.montana.edu/vision/current/index.html>
- 83 <http://www.montana.edu/international/documents/DirectoryofServices.pdf>
- 84 <http://www.ccisabroad.org/>
- 85 <http://www.montana.edu/accreditation/accredLinks/st2/www.montana.edu/oip/partnerships.pdf>
- 86 <http://www.ccisabroad.org/>
- 87 <http://www.isep.org>
- 88 <http://www2.montana.edu/policy/FacultyLedStudyAbroadProgramsPolicy.htm>

Students **3**

Commitment to Student Success



3 Students Commitment to Student Success



PHOTO BY STEPHEN HUNTS

Responsibility for student success is shared among all offices and departments at Montana State University (MSU) that deliver a broad range of student services.

Standard 3.A – Purpose and Organization

Introduction

Responsibility for student success is shared among all offices and departments at Montana State University (MSU) that deliver a broad range of student services. For instance, the Academic Advising Center reports to the Office of the Provost, Student Accounts reports to the Vice President for Administration and Finance, and the Associated Students of MSU (ASMSU) are represented by an elected student senate and slate of officers. The largest collection of offices and services dedicated to student success report to the Vice President for Student Affairs. The Vice President for Student Affairs is charged with representing the “voice” and administration of student affairs at MSU.

With the specific intention of advancing student success at MSU, the Division of Student Affairs (DSA) incorporates a diverse collection of responsibilities. Its commitment to enhance student success by recognizing and attempting to meet individual needs of students is characterized by the division’s array of offerings. In addition to enhancing the student experience at MSU, staff from the division are particularly mindful of their role in relation to recruitment, retention, and graduation rates. To that end, as demonstrated in this self-study many new services and initiatives have been, or are in the process of being, implemented to enhance the student experience while bolstering MSU’s recruitment, retention, and graduation rates.

The Vice President for Student Affairs oversees the day-to-day operation and strategic planning of the division. Offices within the division work cooperatively with other offices

**Student Affairs
Mission:**

The mission of Student Affairs is to enhance the learning environment of the university; support students in the attainment of their educational objectives; foster in students a sense of responsibility, self-directedness, community, and a positive identity with MSU.

and departments on campus, while exhibiting leadership and innovative methods to deliver services to students. The contents of this standard demonstrate an abiding commitment to student success and engagement while maintaining institutional integrity through sound policy development and enforcement.

3.A.1 The organization of student services is effective in providing adequate services consistent with the mission and goals of the institution.

Consistent with its Mission Statement, “To provide a challenging and richly diverse learning environment in which the entire university is fully engaged in supporting student success,” and Vision Statement, “for those seeking a student-centered learning environment,” MSU places student services at the forefront of its institutional goals.

Under the direction of the Vice President for Student Affairs, a wide range of programs and services are offered to support the academic mission and promote student success at MSU. The division consists of a diverse collection of offices¹ actively involved in meeting the mission and goals of the institution and division.

Examples of current institutional goals for FY 08- FY 13 that require participation of the Student Affairs offices include, but are not limited to, the following:

- A. MSU will increase enrollment to approximately 13,000 headcount students, with 11,200 undergraduates and 1,800 graduate students.
- B. As MSU achieves national prominence, and as the number of Montana high-school students declines, MSU will attract a greater number and proportion of non-resident students. Approximately 27% of undergraduate students will be non-residents.
- C. The student body will be more diverse than it is today. For example, the number of Native American students enrolled will increase to 375.
- D. The number of international students will increase to 500.
- E. Incoming freshmen will be better prepared than they are today. The number of freshmen with 3.60 and higher high-school GPAs will increase to 715. The percentage of Montana University System Honors Scholarship recipients who choose MSU will increase to 55%.
- F. The Fall-to-Fall retention rate of incoming freshmen will increase to 75%, which will ultimately lead to an increase in graduation rates.
- G. Student engagement at MSU will continue to increase, leading to increased student retention and stronger alumni affinity upon graduation.
- H. MSU will continue to offer need- and merit-based financial awards. Grants, scholarships, and waivers will increase by 10%.
- I. MSU will increase the number of graduates citing an internship or cooperative educational experience to 50%. The yield on “internship-to-employment” conversions will increase to 25%.
- J. MSU will have enhanced the natural beauty, sustainability, and functional character of the campus in ways that improve the learning and teaching environment. MSU will make better use of space and information technology for teaching and learning, research, and student services.

The above goals are listed in the Five-year Vision [Document](#)² and are reviewed annually by the Strategic Planning Committee (SPC) and the Vice President for Student Affairs to track successes and challenges. Individual offices and departments have also articulated goals to advance student success at MSU; for instance, in light of changes to the GI Bill, Disability, Re-entry, and Veterans Services (DRVS) has established a goal to increase the enrollment of veterans through new programs including matching scholarships and veteran orientation programs. The effort to achieve the above institutional goals combined with individual office goals creates an environment centered upon student success.

In addition to centrally articulated goals, each unit, as part of the University Planning, Budget, and Analysis Committee (UPBAC) budget process, must submit key performance indicators (KPIs) with the annual budget requests. Essentially, KPI metrics openly demonstrate successes and challenges in meeting individual department goals and tie those goals to the budget process, which translates to services provided to students.

3.A.2 Student services and programs are staffed by qualified individuals whose academic preparation and/or experience are appropriate to their assignments. Assignments are clearly defined and published. The performance of personnel is regularly evaluated.

As demonstrated in **Table 3.01**, the staff profile of individuals employed in student services and related programs are varied and well balanced (both educationally and experientially). The majority of senior managerial positions are filled through national searches. Other positions are hired through regional, local, or campus searches.

In addition to meeting education and experience qualifications, all classified and professional positions are guided by a position description outlining the required responsibilities and expectations of the position. Further, all staff members participate in an annual performance evaluation. During the performance appraisal, professional staff members discuss their goal achievements for the previous year and articulate goals for the upcoming year.

Table 3.01 – Student Affairs Staff Profile, November 2008

	Professional	Support	Student	Other
Female	97	137	638	2
Male	67	79		1
Degrees				
Ph.D., Ed.D.	13	0	0	0
M.D., J.D., M.S.W.	13	0	0	0
M.A., M.S.	41	7	0	3
B.A., B.S.	76	44	5	0
A.A., A.A.S., Certificate, Etc.	6	15	0	0
Not reported	1	12	5	0
Years experience in field				
None	0	0	5	0
Less than 5	15	45	41	3
5 – 10	39	28	2	0
11 – 15	26	15	0	0
16 – 20	19	5	0	0
More than 20	58	20	0	0
Full-time				
9/10 months	23	27	1	0
12 months	100	69	2	0
Part-time				
9/10 months	8	6	13	0
12 months	2	6	2	0

3.A.3 Appropriate policies and procedures for student development programs and services are established. The objectives of each operating component are compatible and support the goals of student services.

Policies and procedures reflect careful consideration of best practices, technological advances, and general innovation within higher education in addition to specific interests or issues facing MSU. Individual department heads and their staff are charged with maintaining current policies and procedures promoting student success so as to minimize liability exposure to the university. Professional staff members are evaluated on their ability to observe current policies and procedures in their program administration.

In addition to formally articulated institutional policies affecting [students](#),³ policies and procedures for student development are created, supervised, and revised by one or more of the following entities:

- **Committees** — Committees consist of individuals from a variety of academic and student affairs departments and offices, including students representing ASMSU. While the charge of each committee varies, policies and procedures are regularly developed, debated, revised, and instituted to support student success on campus. Student affairs professionals and students participate on the university committees detailed in **Table 3.02**.

Table 3.02 – Student and Student Affairs Professional Committee Involvement

Committees	Student Affairs Participation	Student Participation
Planning		
Academic Advising Council		
Campus Sustainability Advisory Council	X	X
Dept Planning & Management Committee	X	X
Facilities Services Advisory Committee	X	X
Space Management Committee	X	X
Strategic Planning Committee	X	X
University Facilities Planning Board	X	X
Governance		
Academic Affairs Committee of Faculty Senate	X	
Assistant Deans' Council	X	
CEPAC – Staff Senate	X	
Deans' Council		
Faculty Affairs Committee		
Faculty Senate		
Graduate Council		X
President's Executive Council	X	
Professional Council	X	
University Governance Council	X	
University Governance Council Nominating Committee		X
University Governance Council Steering Committee		X
University Planning, Budget, & Analysis Committee	X	

Research

Institutional Animal Care and Use Committee		
Biosafety Committee		
Human Subjects Committee		
Intellectual Property Committee		
Radiation Safety Committee		
Research Faculty Alliance Executive Committee		

Policy

Athletics Committee	X	X
Library Committee		X
MSU Benefits Committee	X	
Salary Review Committee		
University Promotion and Tenure Committee		
Web Advisory Committee	X	X
Wellness Advisory Committee	X	

Curriculum

Assessment and Outcomes Committee		
Core 2.0 Curriculum Committee		X
Core 2.0 Steering Committee		
Core 2.0 Research / Creativity Steering Committee		
Core 2.0 Diversity Steering Committee		
Core 2.0 Contemporary Issues in Science (CIS) Steering Committee	N/A	
Genetics Minor Steering Committee		
Student Progress Oversight Committee	X	X
Teaching Learning Committee	X	
Undergraduate Studies Committee	X	X
University Honors Program Advisory Committee		X
University Teacher Education Committee		

Appeals

Admission and Graduate Requirements Board	X	
Committee on Grievance Hearings		
Core Equivalency Review Board		
Graduate Student Academic Appeals Board		
Personal Board		
Residency Appeals Board	X	
Scholastic Appeals Board	X	
Student Conduct Board	X	X
Parking Appeals Board	X	X

Campus Technology

Information Technology Governance Council		
Academic Technology Advisory Committee	X	
Computer Fee Allocation Committee		X
Equipment Fee Allocation Committee	X	X
Enterprise Technology Advisory Committee		X
Internet Services Service Providers	X	X
Security	X	
Centralized Information Systems Management	X	
University Technology Advisory Committee		
MSU Learning Management Systems Evaluation Committee	X	
Portal Steering Committee	X	X

Miscellaneous

Agricultural Animal Care and Use Committee		
Commemorative Tributes Committee	X	
Commencement Tributes Committee	X	
Commencement Committee	X	
Enrollment Management Committee	X	
Financial Aid Committee	X	
Honorary Degree Committee		
International Programs Committee		
Orientation Committee	X	X
Parking and Transportation Advisory Committee	X	X
To Improve Productivity Committee		X
University Marketing Committee	X	X

- Unit Directors** — Directors of offices within the division are expected to develop appropriate policies and procedures for their respective offices. Policies and procedures are established to consistently serve the best interests of both students and the institution and must not violate any Montana University System (MUS), local, state, or federal laws, policies, or ordinances.

Several MSU offices have participated in formal evaluation or accreditation processes which require an extensive review of policies and procedures:
- The policies and procedures of Counseling and Psychological Services (CPS) are continually reviewed and updated as part of the center's ongoing accreditation by both the International Association of Counseling Services (IACS), with an anticipated site visit in 2011, and the American Psychological Association (APA), with an anticipated site visit in 2015 for re-accreditation. CPS recently received full accreditation by the APA.
- MSU will undergo third cycle NCAA Certification beginning in the fall of 2009 with a self-study. The NCAA will be on-campus to conduct the certification

visit in the fall of 2010. Previously, MSU was certified by the NCAA on August 18, 2003 after undergoing an extensive self-study and on-campus certification visit.

- Financial Aid is subject to periodic comprehensive federal program review by the U.S. Department of Education (USED). The last federal program review was conducted in 2003 for the preceding three award years. Montana's Legislative Audit Division conducts financial, compliance, and information systems audits on a yearly rotating basis.
- As detailed in **Standard 3.B.4**, Family and Graduate Housing (FGH) and Residence Life (RL) participated in a Threat Analysis Group (TAG) audit during spring 2007 and adjusted policies and procedures accordingly.
- TRiO submits an annual performance report to the USED.
- The Student Health Service (SHS) has been accredited by the Accreditation Association for Ambulatory Health Care (AAAHC) since 1988 and was re-accredited in 2008 for an additional three years.
- Auxiliary Services is regularly audited by the Legislative Audit Division and the MSU Internal Auditor for appropriate accounts receivable, accounts payable, and Information Technology (IT) security procedures.

Offices or positions within the DSA also manage and, in some instances, direct formal university policies/procedures; examples include:

- The SHS enforces immunization requirements.⁴
- The SHS manages the requirement that all students taking seven or more credits maintain a form of health insurance.
- The First Year Initiative Office (FYI) coordinates the D and F warning "list" with the academic assistant deans and

department heads in an effort to enhance student retention.

- Career, Internship, and Student Employment Services hosts the centralized repository of alumni, new college graduate, internship, and student employment on MyCatCareers.com.
- The Dean of Students Office is responsible for administering all student conduct violations and student withdrawals.
- The Registrar's Office advises non-resident students on policies relevant to in-state residency.
- The Office of Disability Services assists new and continuing students who self-identify as having a disability. These students are directed by staff to appropriate service(s). Services provided by DRVS assist special populations with their matriculation through MSU, emphasizing self-advocacy and responsibility toward their school and career paths.
- Students who are not regularly admissible to the institution are admitted into the MSU-Great Falls College of Technology. This program provides developmental courses and advising to these at-risk students to help ensure a positive transition into regular MSU curricula.
- Students who qualify for TRiO programs are identified during new student orientation sessions and provided with appropriate support opportunities.
- The Orientation Program works with the MSU Retention Program to identify potentially at-risk new students for MSU's FYI intervention. Roughly 2,000-2,100 students are referred each year.
- The Orientation Program provides a wide variety of programs several times during the year to all new students to help promote a smooth transition into MSU. Approximately 3,000 students participate in orientation annually.

3.A.4 Human, physical, and financial resources for student services and programs are allocated on the basis of identified needs and are adequate to support the services and programs offered.

As demonstrated in this section, strategic, statutory, and/or historical requirements drive physical, financial and human resource allocations for student programs and services. For instance, in response to the Five-year Vision Document, MSU has invested heavily in the recruitment of non-resident students with success (MSU had 174 non-residents students in the 1991 freshman class, in 2008 MSU enrolled 663 non-resident freshmen students). The institution has also constructed additional classroom, research, and recreational space to better attract and educate students. While new classified, professional, or faculty lines are difficult to generate, new programs, and services have been developed demonstrating increasing efficiency in staffing portfolios and the use of technology to achieve goals.

Physical Resources

The majority of student services and programs are physically housed in the Strand Union Building (SUB).

- Vice President for Student Affairs
- Dean of Students
- Office of Retention/First Year Initiative
- Financial Aid
- Disability, Re-entry, and Veteran Services
- TRiO
- Career, Internship, and Student Employment Services
- New Student Services, Admissions, and Orientation
- Satellite office for the Office of Community Involvement
- ASMSU
- Strand Union Administration
- CatCard
- Conference Services

- Student Activities
- Greek Life
- SUB Food Service and Catering
- VOICE Center
- Women's Center
- Procrastinator Theatre
- KGLT (student radio station)
- Exit Art Gallery
- SUB REC Center (Bowling Alley, Video Games, Pool Tables, etc.)
- Exponent (student newspaper)
- ASMSU Leadership Institute
- Restaurant/Food/Beverage Service

To facilitate convenience for students, student services offices located outside the SUB coincide with the program being offered. Specifically, ASMSU's Recreational Sports and Fitness Office is located in the Marga Hosaeus Fitness Center, and SHS and CPS are located in the Swingle Health Services Building adjacent to the SUB.

In addition to services delivered from physical locations, student access to virtual services has greatly increased over the past ten years, in part to meet student demands. Using technology to deliver offerings to students has improved convenience and service hours without requiring significant growth in staffing or physical space. Virtual/web-based student services include but are not limited to the following:

- Registration
- Course schedule viewing
- Tuition/fee payment
- Admission/application
- Housing application/contract cancellation fee payment
- Mid-year housing contract modification
- Student employee reference forms for Resident Assistant (RA) and Student Desk Clerk positions

- Financial aid tracking and award notifications
- Stafford loan promissory notes and entrance/exit counseling
- Work-study job database
- Student employment, internship, full-time, and alumni job postings
- Family and Graduate Housing application/deposit payment
- Transcript service
- Ticket reservation system
- CatCard deposit system
- Student portal
- Teacher Credential File service – Career and Internship Services
- Newsletter – TRiO
- Learning style inventory – TRiO
- Student list-serve – TRiO
- Career assessment tools – Career and Internship Services
- Employer application and interview registration – Career and Internship Services
- Appointment check-in and evaluation – Career and Internship Services
- Appointment scheduling, pre-entrance immunization submission, and secure messaging – CPS

Student services' physical space has been remodeled, constructed, or accounted for in the campus 50-year master plan. For instance, the SUB, Marga Hosaeus Fitness Center, and the Black Box Theatre were remodeled or constructed in 2008 through a combination of student fee increase and institutional support. The Office of Admissions and Enrollment Services moved into a new facility in 2008 to better recruit and serve prospective and incoming students; the project was supported with institutional funds.

Auxiliary Services has an ongoing commitment to maintain its physical infra-

structure through the re-investment of repair and replacement (R&R) monies back into the enterprise. The financial allotment for R&R is dependent on the profitability of the previous fiscal year. In 2006-07, RL requested \$1,428,600 and was allocated \$719,600 for R&R, which resulted in a reallocation of needs and adjustment of priorities. Over the past five fiscal years, the total allotment for RL has ranged from \$657,000 (2005) to \$1,645,000 (2004) per year. In contrast, the SHS and CPS facility is aging (built in the mid-1950s) but continues to provide viable service offerings to students.

Human Resources

Staffing levels within the division meet the student services program demands. Organizational hierarchy is logical and efficient. MSU classified staff are paid in accordance with State of Montana criteria with little room for flexibility. MSU administration and shared governance has had some success improving wages for custodial, food-service, and administrative-assistant staff. Until the recent economic downturn, hiring qualified staff in some strategic areas proved challenging; recent searches have been highly successful with improvement in both number and quality of candidates applying.

Table 3.01 demonstrates education, time in position, and job classification for employees working in Student Affairs as of November 2008.

Financial Resources

Similar to many public institutions of higher education in the country, MSU receives limited funding from the state; this scenario is not expected to change in the near to mid-term. The Vice President for Student Affairs is responsible for budget allocation in the DSA. Since the last accreditation, the division has not experienced a budget deficit, although contingency plans have been made in the event of such an occurrence. Institutional support for the DSA has remained constant since the last accreditation and is expected to remain so

in the future. The FY 09 state budget for the DSA is \$9,306,328 – 7.1% of the total institutional operating budget. Additional details of the total Student Affairs budget allocation can be found in **Table 3.03**.

Table 3.03 – Total Budget Allocation for Student Affairs FY 09

Budget Entity	Budget
State	\$9,306,328
Non-state/Designated	\$8,531,869
Auxiliary	\$34,824,102
Grants*	

* Grants are not budgeted FY 08; actual expense was \$539,813

Developing new programs and services or enhancing current offerings within offices can be challenging given the present funding model. However, it is not impossible, if the new program or service can provide a meaningful benefit to student recruitment or retention and is approved through the university budgeting process. At present time, student demand for programs and services is met successfully with current funding levels.

In terms of financial aid resources for students, the evolution and expansion of new scholarship programs designed to dramatically increase student scholarship opportunities have had a direct impact on the department.

Recent regulatory changes, the implementation and development of new federal aid programs, and increased tuition rates require more direct contact with students and parents. Total aid recipients have increased by 125 students in a five-year period; total volume of aid has increased by \$21.8 million in a five-year period; 60% – 70% of the student body is on some form of financial aid.

Standard 3.B. – General Responsibilities

3.B.1. The institution systematically identifies the characteristics of its student population and students' learning and special needs. The institution makes provision for meeting those identified needs, emphasizing students' achievements of their educational goals.

With the intention of assisting students in achieving their educational goals, units within the institution routinely monitor characteristics of the student population through formal and informal assessment. Assessment occurs at the division and departmental levels in addition to individual student assessment. Examples of formal assessment [include](#):³

Table 3.04 – Division of Student Affairs Formal Assessment of Student Characteristics

Assessment/Instrument	Department/Committee	Frequency
Freshman College Student Inventory	FYI (with info routed to other departments)	Annually at Orientation
National Survey for Student Engagement (NSSE)	Planning & Analysis and Student Progress Oversight Committee (SPOC)	Annually - Spring Semester
Survey of MSU Freshman Persisters and Withdrawers	Retention – SPOC	Annually - Fall Semester
Disabled Student "Intake" Assessment	Disability, Re-entry, and Veteran Services	Case-by-case as each student self identifies
TRiO Student "Intake" Assessment	TRiO	Case-by-case as each student self identifies

Strong Interest Inventory	Career, Internship, & Student Employment Services	Case-by-case as each student self identifies or instructor requires class participation; perform 600 assessments annually
Focus Groups of Freshman Students	Retention/SPOC	Used to inform SPOC committee of student perspectives/experiences
Employer Survey	Career, Internship, & Student Employment Services	Used to enhance student career development; information shared with academic departments
Five-year Vision Document Assessment Outcome	Planning & Analysis Division of Student Affairs	Annual review of goal outcomes
Graduate Destinations Survey	Career, Internship, & Student Employment Services	Annually
Cost-of-Attendance Assessment and Development	Financial Aid	Annually
RA Evaluation	Residence Life Office	Twice Per Semester
Residence Director Evaluation	Residence Life Office	Semesterly
Residence Life Staff Evaluations – Student Based	Residence Life Office	Bi-annually
Residence Hall Discipline Statistics/Survey	Residence Life Office	Bi-annually
Individual Residence Hall Student Exit Surveys	Residence Life Office	Bi-annually
Association of College and University Housing Officers (ACUHO)-I/EBI Apartment Assessment	Family & Graduate Housing	Annually - Spring Semester
Tenant Exit Survey	Family & Graduate Housing	Continuous – initiated with 30 day notice from tenant
Student Surveys	University Food Services	Continuous throughout the school year
Student Focus Groups	University Food Services	Continuous throughout the school year
TRiO – Annual Performance Report submitted to the U.S. Department of Education	TRiO	Annually
Enrolled and Non-enrolled Student Survey	Admissions and Institutional Research	Annually
Orientation Satisfaction Survey	Admissions	Annually
Logistical regression of key performance indicators from the freshman class to identify “persister” and “withdrawers” – retention analysis	SPOC	Annually
Enrollment Management Assessment	Frequent review of admissions and current student enrollment data	Weekly/nine months per year

Additional examples of meeting student learning and special needs through staff intervention and interactions include the following:

- Using the College Student Inventory (CSI) assessment, the FYI Office conducts between 800 and 900 one-on-one student contacts a year to assist with the transition from high school or occupation to MSU. Contacts are made through phone calls, e-mail, office visits, instant messaging, and online chat.
- Providing on-site English and writing tutoring for 20 hours per week to students who live in the residence halls at no charge.
- Offering Academic Advising in residence halls prior to class registration during fall and spring semesters.
- Determining on a case-by-case basis accommodations for disabled students. Each disabled student visits with a staff member, and between the student's history, submitted documentation, and the professional assessment of the staff member, accommodations are determined. Many times accommodations are re-evaluated each semester as classes change.
- Providing "study break" social interaction evenings at the close of each semester.
- Hosting "Catapoolooza" on the Centennial Mall at the beginning of each session to connect students to the campus and local community. Over 140 tables are set up with information and resources to assist students.
- Participating in the Office for International Programs fall and spring New International Student Orientation Fairs.
- Participating in the graduation fair, hosted by the Alumni Association, to provide students with instruction and resources as they finish their last semester at MSU.
- Hosting a Career Week of informational seminars and one-on-one drop-in advising sessions to assist students with developing a career plan or job/internship search strategy.

Informal assessment through meetings and communication acts as a catalyst for change or improvement to programs benefiting students. Examples include:

Table 3.05 – Division of Student Affairs – Examples of Informal Assessment of Student Characteristics Leading to Student Interventions/Staff Interactions

Assessment/Instrument	Department/Committee	Frequency
Round Table - Division of Student Affairs	Student Affairs Deans & Directors Meetings	Weekly
Round Table	Indian Program Directors	Monthly
Staff Meetings	Residence Life Office	Weekly
Review of Living Options	Residence Life Office	Annually
Round Table – Meeting	Assistant Deans	Weekly
Academic Advising Council	Academic/Student Affairs Advisors	Monthly

In contrast to the above examples which target student success at the departmental or divisional level, at a macro level, the institution measures student retention and graduation rates. Over the course of the past few years, MSU has experienced moderate success in freshman to sophomore retention rates (see **Table 3.06**). The data have been used as a catalyst to develop an infrastructure

to develop retention initiatives on campus which will be discussed in **Standard 3.B.6**. In addition to institutional analysis, MSU recently began participating in the National Survey for Student Engagement (NSSE) survey which allows the institution to compare with other institutions key indicators that lead to enhanced retention. Comparisons are detailed in **Table 3.07**.

Table 3.06 – MSU College Persistence – (MSU Office of Planning and Analysis)

First Fall	Class Size	Percent Enrolled Each Subsequent Fall									Cumulative Percent Graduated					
		2nd	3rd	4th	5th	6th	7th	8th	9th	10th	4yr	5yr	6yr	7yr	8yr	9yr
2008	1809															
2007	1855	71.6														
2006	1942	71.4	60.5													
2005	1985	70.6	62.3	58.7												
2004	2000	70.5	60.2	55.2	38.5						17.4					
2003	2011	71.6	61.2	56.3	33.8	15.5					19.2	41.2				
2002	1924	70.3	58.7	55.7	36.0	12.1	3.5				17.3	39.9	47.9			
2001	1722	72.2	60.0	55.1	35.7	12.5	4.9	4.4			17.0	39.5	47.7	49.8		
2000	1854	72.8	61.5	57.7	38.8	13.1	5.1	2.7	1.4		19.3	41.4	49.6	51.8	53.1	
1999	1894	70.8	59.8	54.5	37.2	13.7	4.6	2.3	1.5	1.0	18.6	40.4	46.9	49.2	49.9	50.4

Table 3.07 – MSU 2007 NSSE Benchmark Scores

	MSU First Year	Peer First Year	MSU Senior	Peer Senior
Level of Academic Challenge MSU/Very High Research Peer Comparison	51.8	51.4	55.2	54.8
Active and Collaborative Learning MSU/Very High Research Peer Comparison	41.1	39.5	50.9	47.7
Student-Faculty Interaction MSU/ Very High Research Peer Comparison	29.8	30.5	38.8	39.3
Enriching Educational Experiences MSU/Very High Research Peer Comparison	21.9	28.5	36.3	38.6
Supportive Campus Environment MSU/Very High Research Peer Comparison	55.8	58.1	51.9	54.2

3.B.2. The institution provides opportunities for students to participate in institutional governance. Faculty are involved in the development of policies for student programs and services.

Student input is a central component of institutional governance. ASMSU student leadership, or student representative designees, sit on a variety of committees that develop policies for student programs and services. Additional information is included in **Table 3.02** under Student and Student Affairs Professional Committee Involvement.

The ASMSU president is an active member of the UPBAC, which is a key element of MSU's commitment to shared governance. Student representatives on most campus-wide committees are selected by the ASMSU president.

Faculty members are involved in several committees that develop policies for student programs and services, including:

- Strategic Planning Committee
- OneTeam – Athletics
- Recreational Sports and Fitness Advisory Board
- Student Conduct Board(s)
- Teaching/Learning Committee
- Enrollment Management Committee
- Faculty Athletics Committee
- Student Progress Oversight Committee
- Web Advisory Committee
- University Governance Council

The outcome of a recent faculty satisfaction survey reveals that generally speaking, the faculty of MSU is pleased with the administration of student services' functions on campus. Most of the qualitative remarks targeted improvement in student writing skills, an issue more aligned with academics.

Table 3.08 – Faculty Survey – Satisfaction with Student Services

	Very Satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know or not applicable	Mean*
Admissions	5.0	49.4	4.7	2.5	38.4	2.08
Career & Internship Services	6.3	42.7	7.0	1.9	42.1	2.08
Counseling Center	4.7	37.9	2.8	0.3	54.3	1.97
Dean of Students	9.5	37.9	6.9	1.9	43.8	2.02
Disability, Re-entry, and Veteran Services	5.7	35.2	3.2	1.0	54.9	1.99
First Year Initiative	2.8	26.2	4.1	1.3	65.6	2.11
Financial Aid	2.8	33.2	10.1	2.2	51.6	2.24
Math Learning Center	5.4	28.2	3.5	1.6	61.4	2.03
Office of Community Involvement	3.8	23.7	0.0	1.9	70.7	1.94
Registrar	8.8	53.3	5.4	1.3	31.2	1.99
Student Health Services	7.6	34.8	2.5	0.9	54.1	1.93
TRIO	3.8	18.2	2.5	0.6	74.8	2.00
Writing Center	11.3	34.0	8.2	1.9	44.7	2.01

*(1=Very satisfied, 4=Very dissatisfied, don't know excluded)

3.B.3. Policies on students' rights and responsibilities, including those related to academic honesty and procedural rights are clearly stated, well publicized, readily available, and implemented in a fair and consistent manner.

Dean of Students

The governing university policy on students' rights and responsibilities is found in MSU's Student Conduct and Instructional Guidelines and Grievance Procedures (Guidelines). This document includes information on the expectations, rights, and responsibilities of students and instructors, and addresses both behavioral and academic conduct. The document further provides procedures for grieving academic decisions, filing instruction complaints, and appealing adverse decisions. The document is provided in hard copy to all first-year students living in residence halls and is available [online](#).⁶ An abbreviated Student Rights and Responsibilities is provided on the Dean of Students' [webpage](#).⁷

The Dean of Students Office provides advice and assistance concerning matters of university policy on student absences, university withdrawals and extraordinary course drops, retroactive university withdrawals, academic and student misconduct, student grievance and complaint procedures, academic advising and support resources, student-student and student-faculty conflicts, confidentiality (FERPA) regulations, and

other general university policies. The Dean of Students Office staff and the deans themselves commonly field queries from campus constituents and, if unable to directly answer the question, make referrals to the appropriate office or agency.

Printed copies of the Guidelines are provided to individual university faculty members, academic departments and colleges, and administrative offices on request. The Dean of Students also meets on request with faculty, administration, and student leaders to describe the processes and procedures described in the Guidelines. The Dean of Students further informs individual faculty, staff, and students, usually in response to allegations of violations of proscribed behaviors or for clarification of provisions in the Guidelines.

In consideration of the growing population of military veterans returning to higher education after completing their service, the associate dean in collaboration with the director of DRVS was recently confirmed by the Office of Veterans Affairs as a "university certifying official," which will alleviate the heavy workload on the director and office staff.

Record of the implementation of the behavioral and academic provisions of the Guidelines are maintained in the office of the Dean of Students. Information concerning the number and nature of actions taken, sanctions imposed, appeals, and results for AY 2006-07 are found in **Table 3.09**.

Table 3.09 – Dean of Student Appointments by Type by Semester AY 2006-07

Semester	Conduct*	Academic	Personal	Withdrawal**	Other
Fall 2006	99	28	32	114	63
Spring 2007	87	14	16	126	38
Summer 2007	6	0	2	37	15
Total	192	42	50	277	116

* Only

** Students formally referred for possible violations of the Student Conduct Code

** Students who request to withdraw from the university are individually counseled by a dean, and first-year students may also have had some interaction with the FYI office.

Family and Graduate Housing

Tenants are required to review and sign the FGH contract upon check-in. At that point, they are provided a supplementary FGH calendar, which includes information on policies and procedures. Policies are reiterated throughout the semester as appropriate in monthly newsletters. The FGH website also features a policies and procedures section, which can be found [online](#).⁸

When the FGH office is notified of a policy violation, a review is scheduled with the tenant to discuss the report and determine necessary sanctions. Tenants have the right and ability to appeal decisions that result in disciplinary action.

Residence Life

A standardized procedure for students checking into the residence halls ensures the distribution of the Student Code of Conduct (SCC) and the Residence Hall Handbook. These documents are discussed at a mandatory floor meeting which occurs the night before classes begin for the semester. This information is also available on the MSU RL [website](#).² The participation of students on Judicial Boards means they share responsibility of policy enforcement and sanctioning with the RL staff assigned to manage a building.

Student conduct is a crucial component in student development and in maintaining a healthy living environment for all residents. During 2006-07, a total of 605 hearings were conducted, representing 1,909 documented conduct violations and 1,437 students. The primary violations were related to alcohol/drugs, disruptive behavior, noise, and visitation policy violations.

ResNet

All students have the opportunity to read—and must verify that they have read—the Acceptable Use Permit each time they register their ResNet connection; the permit is also available [online](#).¹⁰ Additionally, the Acceptable Use Permit is printed in the Residence Hall Handbook and in the FGH

calendar. Furthermore, students agree to abide by the policy when accepting the key to their room or apartment.

3.B.4. The institution makes adequate provision for the safety and security of its students and their property. Information concerning student safety is published and widely distributed.

Students are informed of measures to secure and safeguard personal property, and how to protect themselves from individual harm, by the office of the Dean of Students in coordination with numerous university agencies. The Dean of Students coordinates with the University Police Department (UPD) to establish, practice, and implement procedures for student safety and emergency preparedness including Clery Act crime [reports](#)¹¹ and mandated Timely [Warnings](#).¹² The Dean of Students' responsibilities include chairing the Clery Operations and Public Safety (COPS) committee, which meets monthly and as needed to discuss the monthly Campus Crime Report and other matters affecting student safety on campus. In cooperation with the University Counsel, the COPS committee recently conducted an informal Clery Act Audit provided by the non-profit organization Security On [Campus](#)¹³ and the USED. Perceived weaknesses identified by this audit are being addressed.

Other committees involved in securing the safety of the campus community include:

- Campus Safety and Welfare Committee (CSWC), chaired by the Dean of Students, which reviews applications to attend MSU submitted by persons who have in the past committed felony crimes or have self-reported dismissal from other colleges or universities for misconduct, and recommends to the Office of Admissions whether the applicant should be admitted and under what conditions;
- Behavior Assessment and Response Team (BART) which meets as required with CPS, UPD, and other stakeholders to

assess reports of aberrant, dangerous, or potentially self-destructive student behavior and to recommend appropriate interventions;

- Alert Notification Team (ANT) which meets in the event of an emergency that may require implementation of the campus-wide emergency notification system to discuss and determine the nature of the message(s) to be delivered and the scope of the population to receive the message(s); and
- Emergency Response Team which is chaired by the Vice President for Student Affairs and administered by the Dean of Students to respond to natural and man-made emergencies and disasters in accordance with the provisions of the university’s Emergency Response Manual (ERM).

In addition to formal committee responsibilities, the Dean of Students is frequently asked to take the lead in reviewing campus policies that directly affect the safety and welfare of the campus community. Following the 2006 tragedy at Virginia Tech, the Vice President for Student Affairs led a review of the university weapons policy that resulted in a more comprehensive and articulate policy published in 2007. This effort also included discussion and implementation of a campus-

wide emergency notification system that, on the instruction of the ANT, is capable of sending carefully constructed messages to all subscribers—students, parents, staff, and community members—via e-mail, telephone, and cell phone. The committee is chaired by the Vice President for Student Affairs and when necessary is designated to meet via conference call or virtually to respond quickly to incidents. The UPD has refined and presented an educational program addressing how to manage disruptive and dangerous clients, and respond to perceived threats to safety of office workers and other staff. A “Blue Phone” emergency telephone system of nine stations has been completed. Discussions on how to make campus buildings physically safer from external threats are still in process. Finally, the Dean of Students partners with the Office of International Programs (OIP) to address international students on issues of race and gender bias, state and local laws and ordinances, and matters pertaining to personal safety and safeguarding property. All incoming international students are briefed on issues at fall and spring semester orientation.

Information concerning the nature and frequency of the various committee activities is provided in **Table 3.10**. A complete listing of violations of state and local laws and the SCC may be found in the Campus Crime Report maintained by the UPD and posted online and in **Table 3.12**.

Table 3.10 – Type and Frequency of Dean of Students (Safety) Committee Activities AY 2006-07

Clery Operations & Public Safety Committee	Campus Safety & Welfare Committee	Behavioral Assessment Response Team	Alert Notification Team	Emergency Response Team	Residence Life and Campus Programs	Office of International Programs
18*	7**	3	5	0	23	2

* Scheduled monthly, but convenes as needed to address new/continuing issues.

** Meets as needed when sufficient applicants are identified to warrant convening the group.

Under the direction of the Vice President for Student Affairs, the Dean of Students is further tasked with planning, and operating aspects of, MSU's disaster and emergency response. For example, the Dean of Students maintains and updates biennially, or as required, the university ERM. The ERM is provided in hard copy to selected university agencies and may be found [online](#).¹⁴ In conjunction with the ERM, the Dean of Students publishes an Emergency Response Contact Card listing the name and office-, home- and cell-phone number of key university officials. The contact card is updated quarterly. Distribution of the card is restricted to those listed. The Dean of Students also chairs the MSU/Gallatin County Community Emergency Response Team (CERT), which has trained over 200 MSU employees and other university community members since its inception in 2004. MSU/Gallatin County CERT holds a seat on the Gallatin County All Hazards Emergency Management Council and has participated in numerous local, county, and state emergency management exercises, most recently the annual evaluation of the 83rd Civil Support Team, an element of the U.S. Department of Homeland Security based in Helena, Montana.

The Dean of Students collaborates with the UPD and RL staff in providing educational presentations and materials to new students and residence hall staff and students regarding personal safety and safeguarding personal property. Examples include quarterly safety meetings with residence hall staff, a semi-annual briefing on weapons handling for residence hall desk clerks, Residence Directors (RD), and Residence Assistants (RA), and other briefings as requested by the Director of Campus Housing.

The Dean of Students collaborates with the office of University Health Promotion to develop and implement programs targeted at unhealthy and dangerous behaviors, such as drug and alcohol [abuse](#).¹⁵ Programs offered provide safe alternatives during high-risk weekends and support programs and groups addressing a variety of health-related [issues](#).¹⁶

This office works with the local [community](#)¹⁷ to devise and implement programs to address off-campus student behavior particularly with regard to the harmful effects of underage consumption of alcohol. The Dean of Students and assistant deans also partner with University Athletics and Auxiliary Services to provide support for Game Management Teams, which monitor student behavior during tailgate activities for each football home game for the purpose of ensuring a safe environment for all participants.

Behavioral and academic student misconduct allegations by students, faculty, and staff are referred to the Dean of Students' Office. Residence hall infractions are adjudicated internally. The procedures for reporting and adjudicating student misconduct are found in the Guidelines. The publication is provided in hard copy to all new residence hall students and to other students, faculty, and staff on request and can be found [online](#).¹⁸

The Dean of Students exercises jurisdiction over student behavior both on and off campus, although off-campus jurisdiction is limited principally to incidents that adversely affect the safety and welfare of students and other members of the university community. The Dean of Students annually adjudicates approximately 150 to 200 violations of all types of the SCC. The greatest number of violations involve underage possession of alcohol on university premises as seen in **Table 3.12**. Fewest in number, but of a more serious nature, are violations involving violence toward other members of the university community: harassment, stalking, and sexual assault. Alcohol, drug, and weapons violations are Clery-reportable crimes and are reflected in the Campus Security Report. Harassment, stalking, assault, and sexual assault are also among the reportable crimes under the Clery Act, but the nature of the crime is more narrowly defined than violations involving alcohol, drugs, and weapons.

Most infractions are adjudicated by the Dean of Students' Office in discussion with the charged student. Appropriate sanctions are agreed upon by the dean and student. Infractions

tions of a more serious nature are referred for adjudication by the University Student Conduct Board. The Student Conduct Board is a fixed structure, a university committee with a revolving membership consisting of faculty, students, and professional staff. The board convenes in a formal hearing as needed to hear complaints of student misconduct, and the board decides, based on the evidence and testimony presented in the hearing, whether the charged student violated the SCC. If the board finds that the student violated the code, it recommends sanctions. The Dean of Students is responsible for imposing sanctions. The findings of the board and the sanctions may be appealed to the Vice President for Student Affairs, who is the final authority for the university.

On occasion, the Dean of Students and the charged student may agree on sanctions

in lieu of a hearing before the board. In these cases, referred to as Administrative Agreements, the student relinquishes the right of appeal in agreement to accept the sanctions offered by the university. Further, if the student does not agree to administrative sanctions imposed by the Dean of Students, his/her case is referred to the Student Conduct Board. The Student Conduct Board hears only appeals of instructor findings and sanctions for academic misconduct. Students who believe that they have been unjustly accused of academic misconduct have a guaranteed avenue of appeal to the board. As stated previously, this process is under review and may pass to the Office of the Provost for AY 2010.

Tables reflecting the nature and frequency of violations of the SCC adjudicated by the Dean of Students and the University Student Conduct Board are provided below.

Table 3.11 – Conduct Code Actions by Number and Type AY 2006-07 (DoS only)

	Behavioral Misconduct	Academic Misconduct	Unresolved	Total
Dean	192	34**	5*	239
Conduct Board	3	5	NA	8
Administrative Agreement	5	2	NA	7

* Student did not respond to charge(s), withdrew, or did not reenroll

** Student did not choose to appeal instructor's finding and sanction to Student Conduct Board

Table 3.12 – Conduct Code Violations by Number & Type* AY 2006-07 (DoS only)

Alcohol	Drugs	Weapons	Harassment	Assault	Sexual Assault	Disruptive Conduct	Theft	Electronic
189	11	2	5	3	7	12	7	2

* Descriptions of violations are found in Student Conduct Code Part [600.00](#).¹⁹ **Not all allegations of misconduct result in charges.** Especially in cases of assault and sexual assault, the rule of “informed consent” applies, wherein the university proceeds with action only with the informed consent of the victim.

Table 3.13 – Student Conduct Code Sanctions Imposed* AY 2006-07

Expulsion	Suspension	Probation	Reprimand	Restitution	Other**	Group***
0	5	15	26	3	6	2

- * Multiple sanctions may be imposed for single offenses, i.e., for an assault where alcohol was a factor the sanctions may include suspension or probation; mandatory anger-management counseling; and mandatory substance dependency evaluation and counseling. Often, mandatory counseling requirements must be met as a condition of reenrollment or continued enrollment. Since 2004, the State of Montana imposes mandatory alcohol education requirements for persons cited for underage possession of alcohol (MIP). This was the preferred sanction for the Dean of Students in such cases, and is reflected in the near-zero number of sanctions imposed for simple alcohol infractions. In these cases, the meeting with the dean is considered sufficient, since the court imposes fines of approximately \$250, orders 20 hours of community service, and instigates a referral to the Insight Program, an educational sanction which costs the student \$100.
- ** Includes mandatory counseling and other educational requirements, community service, restrictions on access to university property and events, etc.
- *** Group sanctions are imposed on student organizations such as clubs and Greek chapters.

MSU Police Department

A critical element of the UPD is to provide students, employees, and visitors at MSU with a safe and secure environment for living and learning. The UPD provides the following services: law enforcement; safety, security, first responder for fire, medical, and hazardous material incidents; public safety; answering point (9-1-1); parking lot maintenance; traffic control; accident investigation; crime prevention education; services to motorists; snow removal; key distribution; liaison with local, state, and federal law enforcement and security organizations; and oversight of the Emergency Operations Center (EOC). The UPD has responsibility for first response in the event of an active shooter or similar incident and as such routinely trains to respond to such threats. Additionally, the department has responsibility for the security and protection of all university physical property and assets. Expansion of mandates under the [Clery Act](#)²⁰ and the USED role in enforcing these mandates has placed an increased level

of responsibility on the law enforcement and administrative functions of the department.

The national standard for police staff on university campuses is one police officer per 650 people; MSU's ratio is one police officer per 716 people. All universities are required to report their levels of reported crime through the USED; these are referred to as Clery statistics. The number of Clery crimes reported to the police department is reported here in relation to the number of police officers and to the number of full-time employees of the police department. For 2007, MSU had 26 Clery crimes, 17 police officers (14 male, three female), and 33 total police department employees. The campus had a crime to police ratio of 1.53 and a crime to employee ratio of 0.79.

Under the Clery Act, MSU is required to report annual crime statistics showing reported occurrences of specific types of crime for the benefit of current/prospective students and employees. MSU's reported Clery Crimes are found in **Table 3.14**.

Table 3.14 – MSU Police Department Campus Crime Statistics by Year

Offense	2005	2006	2007
Murder	0	1	0
Sex Offense (Forcible)	2*	7*	11*
Sex Offense (Non-Forcible)	0	0	1
Manslaughter	0	0	0
Aggravated Assault	4	0	1
Robbery	0	0	0
Arson	22	25	6
Motor Vehicle Theft	1	2	1
Hate Crimes	0	0	0

* Data for (on-campus) sex offenses were also reported anonymously to a Victim's Advocacy Center for these reporting years and are included in these totals. A vast majority of non-forcible sex offenses are acquaintance assaults. MSU's strong victims' assistance resources and public education programs on women's safety encourage reporting and reflect sensitivity and trust in campus services.

Family and Graduate Housing

Staff members of FGH are trained to properly report issues that cause breaches in safety and security, to confront residents directly, or to solicit assistance from the UPD to resolve the issue. The FGH office is staffed from 7:45 a.m. to 5 p.m. on business days, and features on-call/on-premise staffing 24-hours a day on weeknights, weekends, and holidays. Emergency assistance is available by phone after hours, and apartments for on-call staff are clearly marked and located in the vicinity of the FGH office. Community Assistants (CAs) conduct security rounds throughout FGH after 10 p.m. every evening and the UPD patrols the area through the evenings and into the early morning hours.

The FGH CA staff provide periodic educational programming focused on enhancing safety. The Safety Fair is an annual program that takes place during the first week of school in the fall semester. The event showcases presentations on fire safety and how to properly utilize a fire extinguisher, bicycle safety, automobile safety, and a visit from the UPD. Educational programming on detecting child abuse, protecting children from predators, and symptoms of abusive relationships are examples of programs offered to tenants and their families. Newsletters with safety tips are also distributed to residents by their CAs.

Examples of recent initiatives to enhance safety and security in FGH include but are not limited to the following:

Table 3.15 – Recent Initiatives to Enhance Safety and Security in Family and Graduate Housing

Initiative	Status	Description
Security Awareness Training each semester (for tenants)	Implemented	Security programs for fall and spring semester as well as monthly newsletters, safety tips/information, and orientation during check-in appointment.
Training for FGH patrols	Implemented	Fall, spring, and summer training for all CA staff members on security patrols and procedures.
Pairs for FGH patrols	Implemented	Mandatory participation of at least two CA staff members on each set of security rounds.

Initiative	Status	Description
Duress alarm in FGH central office	Modified	Portable communication for after hours CA staff in case of emergency.
Door viewers and deadbolts for FGH apartments	On-Going	Door viewers and deadbolts added to apartments at tenant request, as apartments vacate, and as opportunity exists.
CPTED strategies	On-Going	Encompasses many of the issues listed above; on-going efforts to properly train and address safety issues/concerns.
Door closers for all exterior doors	On-Going	Added to exterior doors as on-going improvements and upgrades.

Residence Life

Safety and security of the students living in residence halls are the primary concern of the Residence Life Department (RLD). Student safety and security is ensured through on-going programs and enforcement of policies, which include the following:

- Number of evictions, sanctions, or warnings for unsafe behavior during the 2006-07 academic year amounted to a total of 1,909 documented policy violations, which involved 1,437 students. These policy violations ranged in severity from minor acts of vandalism and quiet-hour violations to more serious acts of possession of alcohol and assault. A total of 605 residence hall judicial hearings were conducted resulting in 36 evictions from either an individual residence hall or the entire residence hall system.
- A hall-specific Security Brochure is distributed to each student at check-in which highlights personal safety behaviors that students should be aware of, and adhere to, inclusive of residence hall policy.
- Prior to classes beginning, a mandatory floor meeting is conducted to review the Residence Hall Handbook and emphasize rules, regulations, and expectations of student behavior as they relate to safety/security.
- A planned and unannounced fire drill is conducted in every residence hall each semester. The UPD and the Bozeman Fire Department are in attendance to observe and comment.
- A week of scheduled safety and security programs are conducted campus-wide each year. During 2006-07, the RLD provided 33 active educational programs, which were attended by 994 students. Additionally, there were 52 passive programs that targeted the entire residence-hall student community.
- The RL fall staff training that is provided, prior to the student's arrival, includes sessions with the UPD, Fire/Life Safety, and the MSU Voice Center. The intent is to educate and sensitize the staff to the issues with which students may need the assistance and expertise of these professionals.
- MSU conducted a review of the gun/weapon [policy](#)²¹ in 2007 which included RL and FGH policies and procedures.

During fall 2006, the UPD and Auxiliary Services/Residence Life hired a nationally respected security consultant to conduct an independent audit of residence hall security policies and protocol. The report was submitted to MSU in January 2007, which has resulted in continuous evaluation and progress related to safety and security throughout the past 18 months. Noteworthy changes made to the operational program based upon feedback from the audit include:

- Strategic installation of nine direct-dial, blue-light phones around campus;
- Implementation of a photographic Persona Non Grata list to identify more easily people who are restricted entry to the residence halls;

- Installation of a closed circuit security camera system which monitors exterior doors of the residence halls;
- Trimming of shrubs around residence halls which may have prevented students from having a clear view of entrances to and pathways around the buildings;
- Security awareness training is offered at least once per semester with the UPD.

VOICE Center

The MSU VOICE Center provides advocacy and education to the campus community on sexual and domestic violence, dating violence, and stalking. This program targets a specific safety risk on campus and reflects the goals of Health Promotion and Student Affairs. The program is funded by the SHS, CPS, and outside grants. Program services for students include:

- 24-hour confidential crisis line during the school year;
- information on criminal and administrative options;
- accompaniment for victims accessing services;
- assistance with obtaining protective orders;
- coordination of university response and services; and
- a resource and referral library.

The program is staffed by one full-time professional staff member, two part-time professional staff members, and approximately thirty student advocates. During the 2006-07 academic year, program staff and volunteers provided services to approximately 125 persons.

3.B.5 The institution publishes and makes available to both prospective and enrolled students a catalog or bulletin that describes: its mission, admission requirements and procedures, students' rights and responsibilities, academic regulations, degree-completion require-

ments, credit courses and descriptions, tuition, fees and other charges, refund policy and other items relative to attending the institution or withdrawing from it. In addition, a student handbook or its equivalent is published and distributed. A student handbook normally will include information on student conduct, a grievance policy, academic honesty, student government, student organizations and services, and athletics. The student handbook may be combined with the institution's catalog.

MSU publishes and makes available to both prospective and enrolled students a MSU catalog and University Bulletin, that describes its mission; admission requirements and procedures; students' rights and responsibilities; academic regulations; degree-completion requirements; credit courses and descriptions; tuition, fees, and other charges; refund policy; and other items relative to attending the institution or withdrawing from [it](#).²² The University Bulletin is edited by the Provost's Office, and all the information is approved by the appropriate centers of responsibility to ensure policies and procedures are up to date and accurate. The University Bulletin is published online via the MSU website and a hard copy is also available to prospective and current students, faculty, and staff. The Office of the Registrar maintains the accuracy of all academic department requirements, course descriptions, and academic policies approved by the faculty and MUS Board of Regents (BOR). The admissions policies are reviewed and updated by the Office of Admissions.

As a reference and resource, a Registration Handbook is distributed to new, current, and returning students, as well as academic advisors as a reference resource. This printed handbook was developed by the Office of the Registrar to provide academic calendar and policy information, registration instructions, terminology definitions, exam schedule, and website resources. The information contained in the Registration Handbook is also available online to students and the general [public](#).²³

A Student Code of Conduct Handbook is published and distributed by the Dean of Students' Office. This publication includes information on student conduct, a grievance policy, academic honesty, student government, and student organizations and services. Policies related to sexual and domestic violence and hazing are included in the handbook, which is also available [online](#).²⁴

3.B.6 The institution periodically and systematically evaluates the appropriateness, adequacy, and utilization of student services and programs and uses the results of the evaluation as a basis for change.

All departments within the DSA participate in MSU's strategic planning process and ensure that a major focus on students is a priority for the institution. Offices are required annually to present a collection of KPIs that quantitatively measure activity from the prior year. In addition to their role in the budgeting process, KPIs are used to promote the assessment of utilization and provision of services. Through this system, offices are encouraged to consider their strategic planning goals and determine if they are aligned with MSU's Five-year Vision Document. If a department head decides to present a new initiative, he/she may submit a new goal to the SPC for consideration.

Examples of evaluation and activities for DSA offices are:

Residence Life

The department is responsible for the collection and evaluation of the annual student satisfaction surveys. In spring semester 2007, a 66-question survey of 694 students out of 2,468 residents—a 28% response rate—was administered to assess student satisfaction with staff, programs, and services. Results from the survey were generally positive:

- Residence halls were safe - 95%
- Desk personnel were competent, helpful, friendly, and receptive to student needs - 89%

- Residents believed they knew their Resident Directors - 85%
- Matters pertaining to the floor were attended to fairly - 60%
- RAs cared about the students - 76%
- RAs were positive role models - 80%
- While a minority of respondents were satisfied with student discipline (38%) an additional 49% indicated they had no opportunity to observe or comment on the question
- Floor bathrooms were usually kept neat/clean - 91%

In addition to the annual student satisfaction survey, a performance appraisal is conducted twice per semester that includes feedback from students in the following areas: desk service, RA performance, maintenance, and custodial services. RL utilizes the information from evaluations, student satisfaction surveys, and exit surveys in combination with student and staff input to modify policies, procedures, and living options.

Disability, Re-entry, and Veteran Services

Evaluation for Disability Student Services (DSS) is determined by reviewing published best practices through the Association on Higher Education and Disability (AHEAD). DSS belongs to an AHEAD listserv that provides continuous information on different issues affecting the disabled community. Because DSS providers are so successful in supplying services to constituents, the lack of complaints and formal grievances are considered when evaluating a DSS program.

Since the last accreditation visit, DRVS has had one complaint filed through the USED Office of Civil Rights (OCR) alleging violations by 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.

In 2005, MSU underwent an OCR compliance review. Findings relayed to the campus in 2008 resulted in changes which have been, or are scheduled to be, made throughout the campus.

In summer 2008, a survey was created to assess the process as well as the quality of alternative text access, and during spring 2009, a faculty survey was sent to assess how faculty members view disabilities services provided. An interactive access map was posted online in the summer of 2008 that was jointly created through MSU's Office of Facilities Service (OFS) and DRVS. This office also maintains informational updates on access issues affecting the campus during construction and other events.

Veteran Services at MSU serves more than 300 veterans each year, and numbers continue to increase especially in the area of Disabled Veterans. Veteran Services is required to go through a Department of Veteran Affairs compliance review every two years. Thirty to thirty-five files are randomly selected for review, and, in each of those years, Veteran Services at MSU has had exemplary reviews.

Student Health Service

The SHS has been accredited by the AAAHC since 1988. Reaccreditation occurs every three years. The most recent accreditation was in fall 2008. AAAHC standards include requirements to have an active quality improvement program including patient satisfaction [surveys](#).^{25, 26} As part of an ongoing review of best practices in delivering health care, the CPS moved from paper to electronic medical records in summer 2008.

The Office of Retention

The Office of Retention (OR) supports the mission of MSU through a wide range of activities designed to promote student persistence. In conjunction with the Student Progress Oversight Committee (SPOC), the OR has advanced the concept and importance of student retention on campus. Operationally focused, the OR has promoted supplement-

tal instruction, student interventions, data collection and analysis, and improved faculty-to-student ratios for classes that will enhance student retention.

The OR and SPOC are currently in the process of assessing freshman-to-sophomore persistence findings and developing a comprehensive strategic retention plan for MSU. The large scope of this plan will take several years to implement and develop to its full potential. However, campus constituents have laid a strong infrastructure to move student retention on campus in a meaningful direction.

Women's Center

The Women's Center maintains a record of every walk-in, e-mail, or call-in client, as well as attendance at all programs. These numbers indicate the center is being widely utilized and programming, resource, and referral efforts are valuable at MSU.

For FY 07, the Women's Center recorded 2,541 total contacts including walk-in, call-in, and e-mail.

- 194 referrals
- 79 library visits
- 100 contacts for QSA
- 1,299 program attendees
- Bi-monthly newsletters are sent out to a mailing list of 410 people on the MSU campus and in the Bozeman community

To assess the quality of programming, evaluation sheets are distributed at most events, thus providing feedback about that particular program plus other areas of interest for the students, staff, faculty, and community members in attendance. Categories surveyed are format, educational value, presenter's speaking skills, and presenter's knowledge of materials. Of the 834 total responses:

- 462 rated the program excellent,
- 306 rated the program good,
- 50 rated the program average, and
- 16 rated the program poor.

Future programming ideas are solicited to discover needs and interests; annual programming is set accordingly. The director is evaluated annually to determine the work completed by the Women's Center, strengths and weaknesses of the program, and to set goals for the upcoming year.

Office of Student Activities

The Office of Student Activities (OSA) evaluates programs through direct, solicited feedback and one-on-one interviews with participants. In addition, committees for programs with an attendance of 150 students or more meet at the completion of each program to record participant feedback as part of a debriefing process. Information from the debriefing sessions is used to modify and improve current events and to determine additional events that may be offered in the [future](#).²⁷ Student participation at events varies from 20 students attending films to over 200 attending a lecture or comedian.

Annually, the OSA evaluates all student organization registration applications for appropriateness and completeness of information gathered. OSA provides each of the 150 registered student organizations with a handbook that includes MSU policies and procedures regarding, but not limited to, use of facilities, use of university vehicles, and use of alcohol. Policies addressed in the handbook are critical components of student responsibility and student development. Advisors of registered student organizations also receive an Advisor Handbook developed by OSA addressing the policies and procedures registered student organizations are encouraged to follow. The office also provides oversight, expertise, and guidance to student government committees. These committees facilitate numerous campus events from dances to comedians to noon concerts.

Strand Union Building

The SUB has recently completed an extensive \$12.2 million dollar renovation. As a means of gathering input in the planning process and identifying how best to accelerate the building's ability to offer student services, several public meetings were conducted and attended by students, staff, and faculty. Additionally, members of the planning committee visited other universities that had a recently renovated union building. Through this structured assessment process, the following goals for renovation emerged and generally were accomplished:

- Increase seating capacity by 20%
- Increase student activity in the building during the evening hours
- Increase the ability to accommodate more students during peak hours
- Address long-term deferred maintenance issues
- Increase meeting spaces
- Increase the efficiency of the catering food production areas
- Relocate New Student Services and Admissions from Hamilton Hall to the SUB

The SUB provides an exceptionally broad range of facilities, services, and programs to the campus. Even though several meeting spaces were unusable due to remodeling during the 2007 calendar year, meeting facilities for 254,702 people with an average attendance of 60 people were available and walk-through traffic in the SUB continued to range from 5,500 to over 8,000 per day during the academic year.

Students are the primary constituency; however, the SUB serves the entire campus community including students, faculty, staff, alumni, and campus visitors. Fortunately, the popularity and use of the building continued despite the inconvenience of construction. Groups must reserve space at least a semester in advance in order to assure meeting space for their organizations.

The SUB offers a complete compliment of services to students and visitors. These include eating and meeting spaces; OSA; student government offices; an information desk that also sells stamps and tickets to athletic and non-athletic events; a quick service copy, mailing, and card shop; a recreation center; a full-service bank; multiple ATMs; a bookstore; student affairs departments; and the most recent addition, University Admissions. The addition of the Admissions department is mutually beneficial; visiting potential students find themselves in the mainstream of campus life and the SUB has the benefit of increased traffic from people using a wide range of food services including a cafeteria, a convenience store with a deli-sandwich shop, a fast food court, and a sweet shop with cookies, candy, and frozen yogurt.

Family and Graduate Housing

FGH currently utilizes the Educational Benchmarking Inc. (EBI) survey tool to solicit program evaluation from tenants. This survey is conducted each spring and is e-mailed and advertised to all tenants of FGH. This tool assists with assessing trends and areas for improvement from one year to the next and provides a comparative basis with other regional university apartment systems. Areas assessed through the survey are overall satisfaction, value, assignment process, apartment condition, maintenance, grounds, noise/disruption levels, staff availability and helpfulness, policy enforcement, activities and educational programs, social factors, community, safety and security, parking, and the FGH newsletter.

Results are used in shaping modifications to the contract, to business practices, and to the staff evaluation process. Each tenant is required to fill out an exit-survey as part of his/her 30-day notice process. This exit-survey offers feedback on areas such as satisfaction with apartment cleanliness, staff friendliness and helpfulness, facility maintenance, safety and security, newsletter, and grounds maintenance. It also offers a snapshot of services utilized by the tenant, the duration of the stay

for the tenant, and the reason why the tenant is leaving FGH. Both surveys offer room for general comments or suggestions, which are reviewed and utilized to assess operations and initiate positive change.

Office of Fraternity and Sorority Life

The Assistant Dean of Students and Coordinator of Fraternity and Sorority Life assists seven fraternities and four sororities with recruitment, orientation, and administration of the Greek Life system at MSU. Through regular advising and assessment activities guided by the Coordinator of Greek Life, fraternity and sorority life achievements include:

- Sorority recruitment numbers doubled in fall 2008 through a re-tooled recruitment process.
- Grades continue to improve; the all-fraternity average (2.895) is above the all-men's average (2.88).
- Intra-Fraternity Council (IFC) and Panhellenic received awards for marketing, council cohesiveness, and academic achievement at the 2008 Western Regional Greek Leadership Conference in San Francisco.
- In fall 2008, MSU was awarded the National Panhellenic Conference "Something of Value." Participants identified risky behaviors such as abusive relationships, substance abuse, academic dishonesty, eating disorders, financial mismanagement, hazing, harassment, personal safety concerns, and other issues specific to their campus environment. An action plan was developed and Panhellenic officers are leading the sorority community to implement the plan.

First Year Initiative

Over the past several years, FYI has tracked the number of interventions, submissions, and referrals as detailed in **Standard 3.D.10**. Student trends and needs are tracked through the internal December Survey, CSI

results, program data, and national publications. After evaluating the information from these sources, FYI has added an additional online faculty referral form, increased evening advisor hours, provided an online version of the annual survey, and made assistance available to students and families through online chat and instant messaging. The program has also added several new workshops and made the format of existing programming more interactive. FYI staff has also worked more with other MSU student support services to make referrals through personal meetings and from CSI data. With information security becoming an increased concern on college campuses, all sensitive FYI data has been moved to a secure server with access provided only to authorized office personnel.

TRiO Student Support Services

TRiO submits a quantitative Annual Performance Report to the USED. Since the grants are outcomes based, if objectives are not met, grants are not funded in subsequent



PHOTO BY STEPHEN HUNTS

years. The table below documents the six-year graduation rate of TRiO eligible participating students.

Table 3.16 – TRiO Six Year Graduation Rate by Academic Year

Year	Graduation Rate
2002-03	41%
2001-02	54%
2000-01	35%
1999-2000	32%

Other examples of evaluation and assessment include:

- **Informal assessment:** TRiO staff engages in weekly staff meetings to assess service delivery, determine the academic progress of students, and address program and student problems or concerns. At the end of each semester, TRiO staff participate in a staff meeting to evaluate student progress, review transcripts, note student grade point averages, and list graduates.
- **Formal assessment:** An Annual Performance Report is submitted to the USED every November. In addition to student demographic data, it reports retention rate (60%), good academic standing rate (85%), and graduation rate (38%).

Career, Internship, and Student Employment Services

Career and Internship Services annually publishes the Career Destinations Survey data for the graduating class from the prior year.²⁸ The data are cited regularly by various colleges and departments in their discipline-centered accreditation processes. In addition to the Career Destinations Survey, employers are asked to complete a bi-annual survey, and their feedback is shared with the appropriate college or department and used to modify programs and services within the office.

Table 3.17 – Employer Assessment of Quality of MSU Graduates and Interns – compared to students/graduates from other institutions

Q: Compared to recent graduates or interns from other universities, how do you rate the quality of MSU-Bozeman graduates and interns overall?

	2007 Response Percent	2008 Response Percent	2007 Response Count	2008 Response Count
Much Better	14.70%	8.10%	11	8
Better	42.70%	39.40%	32	39
Equal	32.00%	38.40%	24	38
Worse	0.00%	3.00%	0	3
Much Worse	0.00%	0.00%	0	0
Don't Know/NA	10.70%	11.10%	8	11

Table 3.18 – Employer Assessment of Specific Qualities of MSU Graduates and Interns

Q: On a scale from one to five with five equaling strongly agree, please answer the following question if you have hired an MSU graduate/intern in the past three years.

	2007	2008
Adequate knowledge in appropriate field	3.947	3.976
Ability to apply knowledge in practice	4.189	4.110
A desire to continue learning	4.260	4.003
Capacity to work with minimum supervision	4.185	3.926
Ability to communicate verbally	4.181	3.930
Ability to communicate well in writing	4.000	3.691
Capacity for co-operation and teamwork	4.280	4.187
Capacity to make decisions	4.041	3.817
Strong management/supervisory skills	3.624	3.407
Ability to access and use information	4.315	4.128
Ability to think creatively	4.130	4.141
Resourcefulness	4.150	3.982
Capacity to function in multicultural/global	3.798	3.659
Capacity to act ethically	4.260	4.239

Career, Internship and Student Employment Services also coordinates the MSU Employer Advisory Board that meets twice annually. Information gathered from the meetings is used to better understand current employment trends and demands as well as inform the office and campus community of employer expectations. Employers are also asked to provide feedback on individual students they interview while on campus. The

information is tabulated in aggregate form and is shared with departments and Career Coaches and Peers.

Financial Aid Services

Financial Aid Services (FAS) participates in the USED's Quality Assurance Program. Two annual internal assessments are performed to evaluate the effectiveness of policies and procedures, to ensure compliance with

regulations and continuous improvement in program delivery, and to enhance services. Analysis of verification selection criteria to evaluate the effectiveness of the program is performed each year. Changes are made based on study findings.

FAS staff continuously evaluate compliance with federal, state, and institutional rules and regulations relative to the awarding of financial assistance programs. FAS implements or revises policies and procedures as necessary. All processes are reviewed annually during the set-up of the Banner system²⁹ for the new award year. In addition, FAS staff tracks phone volume and the number of people in the hold queue for customer service purposes and planning. FAS holds weekly management meetings, monthly all-staff meetings, customer service team meetings, and biannual meetings with the Student Accounts Office to discuss student feedback and to evaluate services and programs; changes are made based on these discussions.

FAS is subject to yearly audits by the Legislative Audit Division and periodic program reviews from the USED. When potential problem areas are identified, immediate corrective action is taken.

Health Promotion

Health Promotion (HP) is a division of the CPS, which focuses on prevention and health education services for the campus population. The formal mission of HP is to enhance the personal, social, and academic well-being of all MSU students by supporting healthy behaviors and creating an environment that is conducive to positive relationships, student safety, and educational success. HP oversees the Insight Program and the VOICE Center, both specialized programs addressing specific needs described later in this section. HP also provides primary health education and prevention programming specific to substance abuse, sexual health, general wellness, and mental health promotion. HP works collaboratively with other divisions within Student Affairs and with community, state, and national agencies.

HP utilizes evidence-based, data-driven strategies to address known sources of harm for the college population; all strategies used are advocated by top, national research and prevention organizations. These include efforts that have been shown nationally to impact the culture of drinking on college campuses, including mandatory skill-based education for all incoming first year students, alcohol-free social events, motivational enhancement interventions for at-risk students, and working with the broader campus community to create and enforce campus, community, and state policy. HP is funded by the CPS, with additional funding provided by grants, most recently a two-year substance abuse prevention grant from the USED. Emphasis is placed on the misuse of alcohol since this has been identified nationally as the top public health problem facing U.S. colleges and universities.

All programs and services provided by HP fit within national standards and guidelines for best practice, and incorporate the most current theory, research, and data. HP staff members regularly attend state and national conferences to ensure all efforts reflect current knowledge. Funding allocations from the CPS limit the number of professional-level staff available to achieve program objectives. However, undergraduate and graduate students are able to provide suitable programming and services.

Insight Program

During the 2006-07 academic year, over 400 students were involved in the early intervention substance abuse program at MSU. The Alcohol and Drug Assistance Center/Insight Program works closely with HP staff and Alcohol Drug Services of Gallatin County, as well as the Gallatin County Adolescent Resource Center to ensure all practices and intervention strategies comply with current standards and requirements of the State of Montana.

The coordinator of MSU's Alcohol and Drug Assistance Center is a Licensed Addiction Counselor as well as a Licensed Clinical Professional Counselor who is able to work with chemical dependency issues as well as

any co-morbid diagnosis a client might bring into the center. The Alcohol and Drug Assistance Center employs one graduate student and two upperclassmen undergraduates as facilitators in the Level I Substance Education class.

- **Level I** – first offense, involves four hours of small group substance abuse education; 355 students completed the course during 2006-07. Class curriculum incorporates current theory and research related to known and effective harm reduction and behavior change strategies. At the conclusion of the class students are asked to evaluate both the content and structure of the program, as well as the group facilitator. Findings are consistently positive: students report high levels of satisfaction and learning, meeting the goal of increasing knowledge and skills in a non-judgmental learning-based environment.
- **Level II** – second offense, consists of a one-on-one counseling-style appointment where students engage in a structured substance use assessment and feedback protocol that has been shown to be effective in national studies to reduce alcohol-related harm. Motivational Interviewing techniques predominate this level, as well as social norms theory. Information gathered from students is given back to the student in a non-judgmental way, allowing the student to assess whether changes are in line with his or her own goals. Approximately 50 students completed this level during 2006-07.
- **Level III** – third and subsequent offenses, involves sending the student off campus for a formal chemical dependency evaluation and subsequent counseling if needed. Only three students completed this level last year.

VOICE Center

VOICE Center services are improved and evaluated through a variety of methods, including a Sexual Victimization Survey,

student focus groups, as well as training and presentation assessments. The last victimization survey was conducted in 2006, the results of which have been utilized to direct advocacy and outreach efforts on campus, to determine student perceptions related to sexual assault, and to gauge prevalence. Survey results are also used to track awareness of campus services. Awareness of the VOICE Center increased from 39% in 2001 to 50% in 2006. Outreach and education protocols are regularly reviewed and revised to reflect current data and student input.

Counseling and Psychological Services

The CPS center continues to conduct evaluation of services and training through both internal and external means. Client evaluations indicate that 60-65% of the students report not functioning effectively upon intake versus only 10% reporting lack of effective functioning after counseling. The center has maintained annual accreditation by the International Association of Counseling Services (IACS) and the internship training program is accredited by the APA.

The center is actively involved in recruitment and retention efforts. Parents and potential students frequently request information about the availability of mental health services prior to coming to campus. At intake, 70% of clients report that the issues that brought them to counseling were impacting their grades, life as a student, and continued enrollment. Despite this, the attrition rate for students who utilize the center has ranged from 1.6 to 3.7% for the past five years.

Admissions and Orientation

Admissions conducts enrolled and non-enrolled surveys each fall. The data collected are analyzed by the Office of Planning and Analysis and is used to determine appropriate recruitment strategies and to validate areas of concern to students including pricing, academic rigor, lack of scholarships, etc. The orientation program surveys the summer orientation participants and their

parents each year. Data gathered from these surveys are regularly used to inform the Orientation committee on program changes and enhancements.

Registrar's Office

The Registrar's Office is annually reviewed by Legislative Auditors to ensure that enrollment reporting meets the criteria as established by the BOR. The office is also reviewed for effectiveness through the annual evaluation of the administrators and staff within the office.

Standard 3.C. – Academic Credit and Records

3.C.1. Evaluation of student learning or achievement and the award of credit are based upon clearly stated and distinguishable criteria. Academic records are accurate, secure and comprehensive. Credit is defined and awarded consonant with the Glossary definition.

At MSU, evaluation of student learning or achievement, and the award of credit are based upon clearly stated and distinguishable [criteria](#).³⁰ Academic records are accurate, secure, and comprehensive as the maintenance of these records is in keeping with guidelines recommended through the American Association of College of Registrars and Admissions Officers (AACRAO).

The Registrar's Office provides an unabridged record of students' academic performance while attending MSU. All courses providing academic credit must be approved through the appropriate academic department, college, and administrative office, in this case the Provost's Office. Additionally, the state of Montana is now implementing common course numbering for all state institutions of higher education. Policies and standards for awarding academic credit are developed using the guidelines from the Northwest Association along with policies established by the BOR. Grading policies are

determined through standards established by the university [faculty](#).³¹

Security of academic records is paramount and all procedures for providing information are determined in compliance with FERPA laws. The IT staff members monitor the security of online records and the Registrar's Office provides the approval for viewing or editing access to online documents. Students can access all their academic and financial information online via a secure server. Additional information relative to IT security is available [online](#)³² or in **Standard 3.C.5.**

3.C.2 Criteria used for evaluating student performance and achievement including those for theses, dissertations, and portfolios, are appropriate to the degree level, clearly stated and implemented.

MSU criteria used for evaluating student performance and achievement including those for theses, dissertations, and portfolios, are appropriate to the degree level, clearly stated and implemented. See **Standard 2.C.** and **2.D.** for details.

3.C.3 Clear and well-publicized distinctions are made between degree and non-degree credit. Institutional publications and oral representations explicitly indicate if credit will not be recognized toward a degree, or if special conditions exist before such credit will be recognized. Any use of such terms as extension credit, X credit, continuing education credit, is accompanied by clear statements regarding the acceptability of such credit toward degrees offered by that institution. Student transcripts clearly note when any credit awarded is non-degree credit. Whenever institutions grant non-degree credit other than the Continuing Education Unit (CEU), some summary evaluation of student performance beyond mere attendance is available.

Institutional publications and oral representations explicitly indicate if credit will not be recognized toward a degree, or if special conditions exist before such credit will be recognized. Any use of such terms as extension credit, X credit, continuing education credit or is accompanied by clear statements regarding the acceptability of such credit toward degrees offered by MSU. Student transcripts clearly note when any credit awarded is non-degree credit. Whenever institutions grant non-degree credit other than the Continuing Education Unit (CEU), some summary evaluation of student performance beyond mere attendance is available.

3.C.4 Transfer credit is accepted from accredited institutions or from other institutions under procedures which provide adequate safeguards to ensure high academic quality and relevance to the students' programs. Implementation of transfer credit policies is consistent with 2.C.4 as well as Policy 2.5 Transfer and Award of Academic Credit. The final judgment for determining acceptable credit for transfer is the responsibility of the receiving institution.

New student transfer credit is initially evaluated by the Office of Admissions while continuing and former student transfer credit is evaluated by the Registrar's Office. In both cases, credit is accepted from regionally accredited institutions. If students request credit from non-accredited institutions, they are referred to an appeal process through the Graduation and Admissions Committee and the academic department. This process allows students to have a full review of the potential acceptability of awarding credits. Both processes include adequate safeguards to ensure high academic quality and relevance to the students' programs. Implementation of MSU transfer credit policies is consistent with **Standard 2.C.4** as well as **Policy 2.5** Transfer and Award of Academic Credit. The final judgment for determining acceptable credit for transfer lies within the academic department for major requirements and within the Office

of Admissions and the Registrar's Office for CORE determinations.

The Montana Transfer [Initiative](#)³³ and MSU Transfer [equivalencies](#)³⁴ are available online and this site becomes more robust as students transfer from more and more institutions from outside the state of Montana. Presently, there is a ten year history of transfer articulations on the site.

3.C.5 The institution makes provision for the security of student records of admission and progress. Student records, including transcripts, are private, accurate, complete, and permanent. They are protected by fire-proof and otherwise safe storage and are backed by duplicate files. Data and records maintained in computing systems have adequate security and provision for recovery in the event of disaster. The information-release policy respects the right of individual privacy and ensures the confidentiality of records and files.

The institution makes provision for the security of student records including both admission records and progress records. Student records, including transcripts, are private, accurate, complete, and permanent. They are protected by fire-proof and otherwise safe storage and are backed by duplicate files.

All academic records are protected through the IT security system provided by MSU. Release of records is granted only with written consent of the student or to appropriate academic staff at MSU who fall within the educational "need to know" guidelines of FERPA.

From an IT standpoint, all academic and personal contact information for students is stored in the MSU Enterprise Information System, Banner. Banner has multiple security features in place to coordinate with FERPA and confidential information. Employees are required to attend classroom training before gaining access to view student information and they must enter Banner with a Banner ID and strong password. Banner has security roles that allow specified query or editing

access types, and employee Banner accounts are created upon request per job duty requirements. Students are given a brief training during their orientation classes as to how to use Banner Self Service. Banner Self Service requires a student to enter his/her student ID number and password before entering into areas where FERPA information is held.

Standard 3.D. – Student Services

3.D.1 The institution adopts student admission policies consistent with its mission. It specifies qualifications for admission to the institution and its programs, and it adheres to those policies in its admission practices.

Student admission policies are consistent with the MSU mission which is approved by the BOR. These criteria provide access to a wide variety of students both within the state of Montana and beyond. MSU specifies qualifications for admission to the institution and its programs, and it adheres to those policies in its admission practices. These policies are publicized [online](#),³⁵ in the University Bulletin, and in all admissions publications. The policies are strictly followed when making admission determinations.

3.D.2 The institution, in keeping with its mission and admission policy, gives attention to the needs and characteristics of its student body with conscious attention to such factors as ethnic, socioeconomic and religious diversity while demonstrating regard for students' rights and responsibilities.

MSU, in keeping with its mission and admission policy, is mindful of the needs and characteristics of its student body with conscious attention paid to such factors as ethnic, socioeconomic, and religious diversity while demonstrating regard for students' rights and responsibilities. This attention is reflected both in policy and programming that addresses the

needs of many special populations including the disabled, non-traditional aged students, women, international students, Native Americans, and African Americans.

MSU admission determinations are made without regard to ethnicity, socioeconomic status, or religion. However, the student services area provides various supportive programs and services for a wide variety of students with diverse backgrounds and needs. The Office of Admissions does employ a Minority Representative to assist with specific strategies targeted at attracting increasing numbers of new students from diverse backgrounds.

Students who self-report disability, re-entry, and veteran status are referred to DRVS for information and services. DRVS collaborates with the Office of Admissions concerning ADA issues, and provides training for all admissions representatives on an annual basis.

3.D.3 Appropriate policies and procedures guide the placement of students in courses and programs based upon their academic and technical skills. Such placement ensures a reasonable probability of success at a level commensurate with the institution's expectations. Special provisions are made for "ability to benefit" students (see Glossary).

MSU has appropriate policies and procedures that guide the placement of students in courses and programs based upon their academic skills. Such placement ensures a reasonable probability of success at a level commensurate with MSU's expectations. Special provisions are made for "ability to benefit" [students](#).^{36, 37}

MSU new student placement policies and programs (as referenced above) are implemented as part of the new student orientation programs. Placement procedures in math and English are determined by the BOR and various placement exams. The math exam is provided by MSU and placement with regard to English can be accomplished via ACT, SAT, or an exam provided to schools through the Montana Office of the Commissioner of Higher Education. Policies also exist

for appropriate language level placement for those wishing to study a foreign language at MSU.

Those students who choose to attend MSU on a part-time basis (because they are not fully admissible) are identified and advised through affiliated College of Technology programs. Academic advisors are sensitive to the deficiencies such students may face upon entering college.

TRiO

Students are placed in courses based on math test scores or by meeting with the TRiO counselor who reviews transcripts during the intake process. They are also referred to the Academic Advising Center to assist in course selection and registration. The TRiO director represents Student Affairs as part of the following work groups: Indian Program Directors, American Indian Research Opportunities, and Academic Advising Council. **Standard 2.C.5** contains additional information on academic advising.

3.D.4 The institution specifies and publishes requirements for continuation in, or termination from, its educational programs, and it maintains an appeals process. The policy for readmission of students who have been suspended or terminated is clearly defined.

The MSU Bulletin clearly defines the academic suspension and probation policies and minimum standards that are needed to stay in good academic standing at the [institution](#).³⁸ Students who are suspended from MSU have the opportunity to appeal for reinstatement if they wish to enter prior to the required sit-out time for re-admission to the institution. The review of students being placed on academic suspension and probation is done through collaboration with departments, colleges, and the student affairs [area](#).³⁹ Consideration for re-admission is based upon both academic potential and personal situations identified and presented by the student.

3.D.5 Institutional and program graduation requirements are stated clearly in appropriate publications and are consistently applied in both the certificate and degree verification process. Appropriate reference to the Student Right-to-Know Act is included in required publications.

All MSU degree requirements are established by the MSU faculty with the approval of the BOR. University requirements are clearly stated in the academic policy section of the University Bulletin and individual department course requirements are identified in the degree section of the catalog. The Student Right-to-Know is publicized annually on the MSU home page.

3.D.6 The institution provides an effective program of financial aid consistent with its mission and goals, the needs of its students, and institutional resources. There is provision for institutional accountability for all financial aid awards.

FAS assists students in financing their educational expenses through a variety of federal, state, and institutional loan, grant, scholarship, tuition waiver, and work programs. In administering these programs, staff works directly with applicants for student aid, with their parents or sponsors, and with secondary school personnel. The student aid delivery system extends, in one way or another, to every department at MSU. In addition, staff works with numerous external organizations such as donors, financial institutions, and state and federal government agencies.

In support of the Mission and Vision Statements of MSU, the FAS is committed to:

1. offering appropriate financial resources to students in an accurate, equitable, and timely manner while complying with federal, state, and institutional regulations and guidelines.

2. educating students and their families about financial aid programs and processes through quality consumer information and services;
3. assisting students in the achievement of their postsecondary educational goals by making every effort to remove financial barriers; and
4. utilizing federal, state, and institutional resources judiciously, respectfully, and in support of MSU's mission.

Goals include streamlining and automating manual processes for better service, timely and accurate delivery of financial aid, compliance with regulations, education and outreach, a student-centered approach to operations, and excellent customer service.

In order to provide a full-range of financial aid resources, MSU participates in the federal student aid programs as authorized by Congress, programs through the Health Resources and Services Administration (HRSA), as well as many State of Montana financial aid programs. These state programs include:

- American Indian Tuition Waiver
- Montana High School Honors Scholarship
- Governor's Post-Secondary Scholarship
- Community Service Program
- Montana Higher Education Grant
- Montana Tuition Assistance Program
- Montana Campus Corps Science Scholars Program

In addition, MSU has established comprehensive scholarship and tuition waiver programs, both to assist students who have financial need, and to recognize students with academic ability and special talents. MSU is able to encourage students to continue their education beyond high school or to return as adult learners by removing financial barriers. While every effort is made to provide a balance of aid including loans, grants, and work-study, limited grant and scholarships funding places a heavier reliance on loans for students who need financial assistance.

FAS plays a critical role in meeting MSU's recruitment, retention, and graduation rate goals. Some form of financial assistance is utilized by 60-70% of the student body, many of whom would not be able to attend or remain at MSU without the benefit of aid. Over \$80 million in aid was disbursed this past 2007-08 academic year in the form of federal, state, institutional, and private grants, scholarships, tuition waivers, student and parent loans, and work-study.

Incoming students are automatically considered for recruitment scholarships based on their SAT/ACT test scores and grade-point average. Returning students are advised to apply for scholarships by completing a Free Application for Federal Student Aid (FAFSA) and/or by completing the appropriate college or departmental scholarship form.

March 1st is the financial-aid priority filing date. Students filing their FAFSA by this date will be considered for all federal and state programs for which they are eligible. Late filers will be awarded aid based on availability of funds. The tracking and awarding process is automated to provide timely notification of aid requirements and eligibility. Students are sent e-mail notification to inform them of missing requirements, aid offers, and aid revisions. Students can access their personal financial-aid records and accept their financial aid through a secure website. FAS disburses aid to students' accounts on a nightly basis.



PHOTO BY STEPHEN HUNTS

To provide optimal service and coordination, FAS works cooperatively with other student services offices including Admissions, Registrar's Office, Veteran Services, and Student Accounts.

FAS must file yearly fiscal reports with the USED, HRSA, and the State of Montana. FAS staff members are knowledgeable and competent and are required to participate in training and professional development. Continuous training and oversight is essential due to the regulatory nature of financial aid. Appropriate division of duties and checks and balances in the computer system ensure accountability and compliance with regulations. FAS operations are highly automated and many rules are enforced through the Banner system. Reports are reviewed by the management team to identify discrepancies and to make sure required tasks are being completed in an appropriate and timely manner.

The state legislative audit division performs compliance, systems, and financial audits on a yearly rotating basis. The most recent USED federal program review was conducted in 2003-04 for the 2000-01, 2001-02, and 2002-03 award years. MSU had only one finding during the federal program review related to the determination of withdrawal dates and the corresponding Title IV return-of-funds calculations. This resulted in an institutional liability of \$19,235. Corrective action was taken and the liability was repaid to the USED by the deadline.

All institutional aid awards are processed through FAS to make sure that student-aid packages are appropriate and IRS reporting regulations are met.

3.D.7 Information regarding the categories of financial assistance (scholarships and grants) is published and made available to both prospective and enrolled students.

Financial aid and scholarship information is included in the MSU ViewBook and Application. This resource is made available to all prospective freshmen and transfer students who apply for admission. Financial-aid

presentations and handouts are given to prospective students and their parents at annual, regional High School Night events, MSU Fridays, new freshman and transfer orientation sessions, as well as to various staff and student groups around campus including TRiO, Native American groups, RAs, FYI Advisors, Veterans, etc. FAS advisors meet individually with prospective, new, and current students on a walk-in, appointment, and referral basis. Advisors also use phone and e-mail to communicate with students.

Extensive aid information including the categories of financial assistance is available to all students and the public on MSU's financial-aid [website](#).⁴⁰ Publications are available in the FAS lobby and MSU is an official site for the annual College Goal Sunday event.

An information guide is provided to students each year with their aid award notification and is also available in the FAS office and on their website. This thorough guide contains information on the various financial-aid programs offered, the procedures to receive aid, important policies and procedures, student rights and responsibilities, and other important information. Students must attest that they have read and understood the contents of this guide before accepting their aid offers.

3.D.8. The institution regularly monitors its student loan programs and the institutional loan default rate. Informational sessions which give attention to loan repayment obligations are conducted for financial aid recipients

As a Quality Assurance federal program school, MSU ensures that its FAS takes considerable care in monitoring compliance, student loan programs, and institutional default rate. MSU takes pride in its low default rate. The steady decline in MSU's default rate may be attributed to counseling efforts and default prevention activities at both the school and state level. MSU's draft cohort default rate for FY07 is 1.3%.

The Student Assistance Foundation has a branch manager (and office) on campus who

MSU's most recent cohort Stafford Loan default rate is 1.7%, the lowest rate in the institution's history. This rate is much lower than the national rate of 5.2% and the state of Montana's rate of 2.3%.

assists students with loan issues such as default prevention, debt management, and consolidation. This individual also assists financial-aid staff with group exit-counseling sessions.

In order to achieve and maintain the lowest possible default rate, the following procedures have been developed for new borrowers and borrowers entering repayment status: completion of entrance counseling is required before releasing the first disbursement of a student loan to a first-time borrower and students are advised of interactive online entrance counseling. Students may also print a Rights and Responsibilities Summary Checklist form from the financial-aid website or request a paper version from the office.

Loan borrowers are given several options with regard to exit-loan counseling. Students are informed during entrance-counseling that exit-counseling will also be required. At each term's calendar midpoint, graduating seniors are invited to in-person group exit-counseling sessions. The web site for online exit-counseling is also provided in case a student cannot attend a session. Exit-counseling group sessions are offered for several days in multiple sessions throughout the day. Students can also schedule individual appointments, or they can choose to receive counseling materials through the mail. An exit-counseling information packet is provided upon request and to all borrowers attending the sessions. The packet includes a "Repayment Book"; an "Exit Counseling Guide for Borrowers"; and ombudsman, service contract, and additional information which include all the required elements of exit-counseling.

As stated above, both entrance and exit-counseling materials are provided online through the FAS' webpage. Providing web-based loan counseling allows students to absorb information at their own pace and parents to become involved in loan-counseling sessions to improve their understanding of loan programs and the implications of indebtedness.

Knowledgeable staff members are available to answer questions from student

borrowers during office hours. Wise student debt management and default prevention is encouraged by utilizing a variety of student consumer information methods.

Exhibits

- www.montana.edu/wwwfa
- Organizational chart
- Program Overview, Mission, and Goals
- 2008-09 Information Guide
- Default rate history
- Statistical Information
- Director's resume

3.D.9 The institution provides for the orientation of new students, including special populations, at both undergraduate and graduate levels.

The Office of Admissions provides new student orientation and registration programs for all new students at the undergraduate level. These programs focus on acclimation to MSU, teaching of MSU policies and procedures, as well as peer and faculty advising and registration for classes. Appropriate programs are also provided at the graduate level through the Division of Graduate Education (DGE). Complete orientation details are available [online](#).⁴¹

Academic information and presentations on navigating the MSU system; retention, rights, and responsibilities; safety and security; and student extracurricular involvement are offered to new students and parents during orientation programs prior to each term. New freshmen entering in the fall and their parents have the opportunity to attend 2 ½ day summer orientation 'camps' while new transfers can make an advising appointment during the summer to complete the registration process or attend an organized orientation program prior to the term they intend to enter MSU. These programs are mandatory and in all cases include meetings with faculty advisors. Students receive notification about, and registration forms for, orientation in the mail once they have been admitted to MSU.

Disability, Re-entry, and Veteran Services

DRVS provides informational sessions at all undergraduate orientations, along with presenting at the graduate orientation for all incoming students. DRVS also provides informational cards and brochures for students, staff, and faculty about services and policies. Any accommodations needed by students at orientations are coordinated through DRVS. The office is also a member of the orientation committee.

Office of International Programs (OIP)

The OIP staff provides support for international students enrolled at MSU. This support includes a required orientation for all students, assistance with general academic advising, a review of compliance with immigration and immunization laws, and suggestions regarding campus and community groups that are particularly interested in including international students in upcoming activities. The OIP staff also supports international students who are seeking an MSU degree regarding MSU application and admission procedures, transcript evaluations, and compliance with immigration and immunization laws. International student enrollment trends and quality of international student services are discussed in **Standard 2**.

OIP conducts an extensive orientation, required for all new international undergraduate and graduate students that includes the following: welcome by MSU President or his designee; discussion of issues of immediate concern (housing, meals, student ID card, money and banking, credit cards, e-mail advising); academics (how to succeed in the U.S. Classroom); Dean of Students presentation on personal safety (campus safety resources, scams, driving, social issues, racism, alcohol and drugs); laws and regulations (visa status, employment, taxes, documentation and reporting requirements); health center/counseling center (discussion of immunizations, health care services and insurance); cultural adjustment panel presentation and small group break-outs; interactive Informa-

tion Fair (booths representing 20 campus services, organizations, and activities); English placement test (for conditionally admitted undergraduates); meeting for J-1 exchange students; document check-in and a question and answer period; SPEAK test (for international graduate teaching assistants); course registration information session; library tour; optional city walking tour and recreational activities, registration, and fee payment activities.

Native American Students

The American Indian advisor, Student Support Specialist, serves all self-identified American Indian and Alaskan Native MSU students (370) and families. Services include:

- campus orientation
- academic and personal counseling
- free individual and group tutoring
- emergency loan assistance
- scholarships
- weekly counseling group
- weekly study group
- recruitment initiatives – Rockin the Rez and campus visits
- retention initiatives
- community advocacy and referral
- campus liaison
- transition adjustment assistance
- partner with counseling center on referrals
- facilitate/advise and fundraise for annual pow-wow
- native specific US 101 seminar
- pow-wow leadership/fundraising class
- 24/7 on-call line for native related support services.

The Division of Graduate Education

The DGE provides orientation for new graduate students prior to each term. The graduate student orientation is intended to help incoming graduate students acclimate

to campus life and their new role. The DGE hosts two orientations per semester: The first is for all graduate students where various departments are invited from campus to speak to new graduate students about services and opportunities available to them. The second orientation is designed for Graduate Teaching Assistants (GTA) to address their role in teaching and research on campus. All new graduate students are invited to attend an orientation dinner each semester.

3.D.10 A systematic program of academic and other educational program advisement is provided. Advisors help students make appropriate decisions concerning academic choices and career paths. Specific advisor responsibilities are defined, published, and made available to students (Standards Two and Four, Standard Indicators 2.C.5 and 4.A.2).

Academic Advising at MSU

It is the responsibility of each department to assign a departmental academic advisor to each student majoring in particular areas within their [department](#).⁴² Students must consult advisors before registering for classes. To ensure that students actually meet with advisors, students cannot receive access to their registration unless they have received registration codes from their advisor. All schedule adjustments, curriculum changes, graduation applications, and any other academic forms processed through the Registrar's Office must have the appropriate advisor's signature in order to initiate any change. **Standards 2.C.5 and 4.A.2**, have additional information on academic advisors' responsibilities.

Office of Retention/ First Year Initiative

The OR's primary outreach vehicle is the FYI program which serves all MSU students from initial campus visits through graduation. However, many interventions completed by the FYI program are focused on making the transition from high school to college suc-

cessful. It is a free service open to all MSU students which makes over 900 one-on-one, small-group, or student and parent contacts a year. Contacts are made through phone calls, e-mail, office visits, instant messaging, and online chat.

FYI provides programming and information at MSU Friday, New Student Orientation, upon request in the residence halls, to individual students, and in the classroom. This programming serves parents, family members, incoming first-year students, and the entire MSU undergraduate population improve study skills and assist in making the transition into higher education. It maintains a hotline for parents, students, and their families which is staffed during regular business hours throughout the week. The FYI program also has two offices: one within the Dean of Students Office and another in the South Hedges residence hall.

The FYI program maintains three primary one-on-one interventions throughout the academic school year, especially targeting first-year students. The CSI addresses a student's areas of confidence and concern, and provides the OR with information on students requesting student services, assistance, and those who may be in danger of not persisting in the MSU environment. The program has been successful in working with staff to increase submissions to the early alert system from 1,400 students in the 2006-07 school year to over 1,600 in 2007-08. For fall semester 2008, the FYI staff received over 1,400 submissions. The staff has also worked to increase the number of students served through probationary intervention by 5% in one year, increasing intensive interventions to 73 students in the spring of 2007.

FYI advisors facilitate discussions and development of success plans to promote student growth in each of the above initiatives. Individuals are contacted via e-mail, letter, and phone calls to participate in each intervention, with additional contacts focused on students who appear to meet high-risk criteria according to the CSI taken at orientation. A student is able to schedule any

meeting time from 8 a.m. to 8 p.m. in one of two office locations. Advisors work with each student not only to address academic performance issues, but also to advise students about campus resources, explain MSU policies, and assist in making a successful student transition as a MSU undergraduate. Topics of interactions with FYI advisors often include

academic tips, comfort level with a current major, understanding of the student's financial plan, instructor-student relationships, current employment, personal health choices, and new social support system integration. Advisors help students adjust to MSU by assessing how a student fits into his/her new social, physical, and intellectual spaces.

Table 3.19 – First Year Initiative's One-on-One or Small Group Interventions

Meeting Type	Schedule	2006-07	2007-08
CSI Meeting*	First Seven Weeks of Fall	161	72
Fall DF	Last Seven Weeks of Fall	237	247
MRI	First Seven Weeks of Spring	62	73
Spring DF	Last Seven Weeks of Spring	158	170
Documented Parent Contacts	Year Round	57	67
Reslife Workshops	Year Round	93	29
In-Class Workshops	Year Round	37	8
Misc/Workshops	Year Round	61	66
Chat/IM	Year Round (piloted Spring 07)	3	13
Documented Follow Up	Year Round	32	159
Total Documented Student Contacts		901	904

* Over 700 CSI reports were run through first-year seminars, and thus were not counted as a one-on-one intervention in 2007-08

Career, Internship and Student Employment Services

Career and Internship Services assists students with career planning, both through individual coaching and advising appointments and group coaching (see **Standard 3.D.11** for specific information). Student clients are given the opportunity to anonymously provide feedback about their coaching/advising session, and the counselor/coach/advisor is apprised of the information through electronic means. Career and Internship Services also sponsors an eight-hour workshop for academic advisors who wish to practice career advising for their student advisees. Defined

coach/advisor responsibilities are outlined on the Career and Internship Services [website](#)⁴³ and in promotional materials offered to new and potential students

Disability, Re-entry, & Veteran Services

DRVS collaborates with advisors in all majors when assisting students with disabilities, of non-traditional age, and/or with veteran status. This office provides training for individual departments and participates in staff meetings if concerns arise in a department. Staff members are permanent members of the Academic Advising Committee. The office investigates student ADA complaints

about a faculty member or department and advises students and departments about ADA law. Since advising is in conjunction with departments across campus, no advisor responsibilities are defined or published.

TRiO Student Support Services

TRiO Student Support Services (TRiO SSS) provides academic support including special classes in math to increase math competency, tutoring in a variety of subject areas, learning strategies classes and workshops, and referral for supplemental instruction. TRiO SSS also offers supplemental academic advising, career counseling, personal counseling, cultural enrichment activities, financial aid application assistance, graduate application assistance, and referral. Counselors contact students a minimum of three times per semester.

3.D.11 Career counseling and placement services are consistent with student needs and institutional mission.

Career, Internship, and Student Employment Services (CISES) employs a four-step Career Planning [Model](#).⁴⁴

- Step 1 – self assessment
- Step 2 – understanding of the world of work
- Step 3 – personal decision making
- Step 4 – networking/marketing

This model guides office function and services. Counselors and coaches use this model to assist students to determine their best career path. Students may choose to meet with an individual career advisor, participate in a group coaching cohort, or partake in a presentation or class lecture. A cadre of academic advisors on campus have also been trained in an extensive eight-hour workshop intended to better link academic advising and career advising. The office, in conjunction with the individual academic department, the Provost's Office and the Academic Advising Center, hosts a weekly presentation series titled "What Can I DO with a Major In..." intended to highlight potential career opportunities for students.

The professional and counseling intern staff members are qualified to use the following assessment and career-information tools:

- Strong Interest Inventory
- Myers-Briggs Type Indicator
- Discover
- Montana Career Information System (MCIS)
- ONet
- Occupational Outlook Handbook

In FY 2007-08 the staff of CISES met the following key performance indicators:

- Conducted 812 individual career counseling appointments
- Hosted 130 presentations/workshops on campus
- Hosted 126 employers in on-campus recruiting
- Hosted 843 students for full-time employment on-campus interviews
- Hosted 451 students for internship employment on-campus interviews
- Received 1,462 "clean" responses to the salary survey data (62% response rate)
- Conducted 23 employer development meetings
- Hosted 383 employers at four career fairs
- Hosted a "Career Week" of activities and workshops

CISES maintains a web employment portal system called MyCatCareers.com. This service is free to both employers and students and provides an interface for students to view jobs and opportunities posted by employers. Other departments and offices on campus (i.e., Office of Community Involvement, Financial Aid Office, and Health Professions) also use the portal to communicate opportunities to their constituent group. Recent salary survey data indicate 13% of graduates credit MSU's CISES with placement. Students and alumni may apply for student employment, intern-

ship employment, and full-time employment as well as download documents from the virtual resource library. All job, internship, and volunteer activity information is sent to the appropriate college or department for posting on bulletin boards. In addition to the job portal, CISES hosts an extensive webpage that parallels the logic of the Career Planning Model.

The concepts of career planning and development are growing in interest for several of the academic departments on campus. The professional staff are regularly invited to guest speak in classes about an aspect of the career planning model. In 2006-07, 160 class presentations were conducted and in 2008 the director taught a class entitled “Globalization,

the World of Work and You” with the intention of highlighting shifts in the employment market. Information from the class is presented at Summer Orientation, MSU Friday, and during other class presentations.

In 2007, Career Services changed its name to Career, Internship, and Student Employment Services with the expectation of increasing the number of students who participated in both for-credit and not-for-credit internships. The change in name also directly correlated with the institution’s vision and strategic plan. In an attempt to improve internship participation, a second Career Fair titled “Almost Spring Job and Internship Fair” is scheduled for each spring semester.

Table 3.20 – Employer Attendance at Career Fairs by Year

Year	Number of Organizations Fall	Number of Organizations Spring
2009		122
2008	187	151
2007	183	150
2006	162	95 (first year)
2005	145	
2004	142	
2003	125	
2002	130	
2001	156	
2000	179	
1999	153	

Office of Community Involvement

Students can learn about the world around them by participating in service-learning and volunteer programs. The Office of Community Involvement (OCI) provides an important link and experiential learning for students who are contemplating a career in non-profit organizations.

The mission of the MSU OCI is to better connect campus resources to meet community needs. The student body is mobilized and engages in building community both on and off campus. Students are encouraged to become active and responsible citizens, which complements their in-class, campus-based university experience.

The total hours served by these MTCC VISTA volunteers to meet community needs in the 2006-07 program year is in excess of 15,900 hours.

Over the 2006-07 academic year, 311 children were served by 76 tutors who collectively gave over 1,900 hours of tutoring time to help these students perform closer to grade level in literacy or math.

The OCI provides the following services:

- Supports student-initiated community involvement by providing resources and coordination assistance;
- Acts as a liaison between community non-profit and tax-exempt agencies and students, faculty and staff;
- Provides service-learning partnership building assistance to faculty and non-profit leaders who are seeking a curricular-based service learning relationship;
- Coordinates annual faculty/community partner recognition for service-learning work in the form of the President's Award for Excellence in Service Learning;
- Provides access to Service Scholarships in the form of Education Award Only AmeriCorps positions to students annually – over the 2006-07 program year 80 students served a total of 35,850 volunteer hours and were granted AmeriCorps education awards totaling \$100,112;
- Promotes and facilitates the flow of students into community-based work-study and internship positions with local agencies;
- Develops and implements a variety of programs that involve students and faculty in meaningful service to the community; and
- Collaborates with other student affairs and academic departments, outreach services, and student organizations at MSU such as Financial Aid, Career and Internship Services, RL, OSA, College of Nursing, Education Department, Architecture Department, and Health and Human Development Department, etc.

OCI actively supports the following ongoing programs:

- MSU Campus Corps and MTCC VISTA: AmeriCorps is a national service initiative to engage individuals, 17 years of age or older in service to their communities. These volunteers commit to a set term of service to meet needs and upon completion

of the service, they receive an education award to be used to finance past or future educational debt. Students and recent graduates alike may serve in either part-time or full-time positions meeting the needs of a partner organization in the community utilizing MSU resources into that work. In the 2006-07 academic year, four part-time AmeriCorps Member students served alongside a full-time team leader and six VISTA members serving in the Bozeman area community.

- MSU America Reads* America Counts: Started as a national effort and adopted locally 11 years ago, this effort utilizes general community members and MSU student volunteers and work-study students in work with area children to help them achieve and succeed academically. This program is evaluated annually by tutors who have served and feedback is also sought from supervising teachers in the classroom setting on the effectiveness of the tutoring on a student-by-student basis.
- MSU BreaksAway: The OCI manages an alternative spring-break program, arranging for groups of students to travel to other parts of Montana or the United States to perform hands-on, direct service in an immersion-type setting each March. A non-profit organization hosts MSU students in these communities and facilitates student learning about the pressing issues while giving MSU students the opportunity to contribute by being a part of the effort to address these challenges.
- Into the Streets Community Involvement Fair: This annual fall event brings approximately 40 non-profit organization representatives to campus for two days to speak with students, faculty, and staff and solicit their involvement in meeting the volunteer, internship, and work-study needs of the organization. Roughly 2,000 students attended this event in the fall of 2006.
- Volunteer Connections of Southwest [Montana](#):⁴⁵ The OCI is a founding sponsor of

this online volunteer center resource created for Gallatin and Park Counties and strongly promotes student use of this convenient and up-to-date service tool.

3.D.12 Professional healthcare, including psychological health and relevant health education is readily available to residential students and to other students, as appropriate.

Student Health Service

Through the SHS, MSU provides primary health care services to MSU students and their spouses. The SHS strives alongside MSU faculty and staff to build a healthy campus community. Clinical services include primary care medical services, a clinical laboratory, radiology services, a nutritionist, a psychiatrist, and a pharmacy. The SHS also provides dental services related to preventive care and dental emergencies.

During the academic year, the SHS is open on Monday through Friday from 8:00 a.m. to 4:30 p.m. and on Saturday mornings from 8 a.m. to 11:30 a.m. When the SHS is closed, students may choose to consult a nurse by phone via a contracted nurse advice service, or they are directed to a local urgent-care center or the Bozeman Deaconess Hospital which has a twenty-four hour emergency room.

The SHS is funded by a pre-paid health fee, which all students taking seven or more credits are required to pay. Students taking fewer than seven credits and the spouses of students have the option to pay the health fee and gain access to SHS services. The SHS charges additional fees for lab, x-ray, dental, and pharmacy services. To ensure that students have access to health services that the SHS does not provide (specialists and inpatient services), MSU requires that all students taking seven or more credits have some form of health insurance. Students who are not otherwise covered are automatically enrolled in an insurance plan sponsored by MSU. Approximately one third of MSU students participate in the MSU plan.

Counseling and Psychological Services

The role of the center for CPS is to provide supportive services aligned with both the university and the DSA mission statements.

The center for CPS has two major functions:

1. To provide a broad spectrum of both preventative and remedial clinical and consulting services that enable students to maximize their academic and personal development; and
2. To serve as an educational training site for the clinical preparation of future psychologists and professional counselors.

The CPS addresses the psychological needs of a student directly through growth-promoting and therapeutic services, and indirectly by impacting the student's various campus environments. The services provided are designed to respond to the mental health needs of students and to contribute integrally toward the achievement of the larger goal of MSU—student success.

Direct approaches that encourage student growth include a wide range of interpersonal programs including personal skill workshops, specific issue-oriented groups, and the training of paraprofessionals. CPS also responds to specific needs of student groups at their request. An equally vital part of the direct contact phase of the center's mission deals with behavioral emergencies, provision of short-term counseling, and therapeutic intervention for students with the staff of other offices within Student Affairs.

CPS also serves the division by working to improve the various environments in which students function. It identifies and attempts to change situations that reinforce feelings of alienation or passivity on the part of the student. To this end, consultation services are available to staff members of any unit, whether it be teaching or service, who wish to develop programs that affect the general climate of the learning or social environment on campus. These services are readily available



to all students, although limited resources in conjunction with a high demand for services have resulted in ongoing waiting lists for counseling.

CPS has maintained and updated a well-utilized self-help website and has continued to expand its outreach and psycho-educational programming reaching 1,000-1,600 participants per year. The increasing complexity of mental health concerns on campus as well as the increased concerns about self- or other-directed violence has elevated the center's role in risk assessment and risk management. CPS has instituted increased crisis assessment appointments and been highly active in participation with MSU's threat assessment team.

The CPS doctoral internship program continues to support the service mission of MSU. The interns have done summer rotations on four Indian reservations throughout the state. This program provides meaningful cultural awareness and insight for the interns and contributes to positive institutional relationships with the tribal constituencies.

CPS is actively involved in recruitment and retention efforts. Parents and potential students frequently request information about the availability of mental health services prior to coming to campus.

CPS continues to conduct evaluation of services and training through both internal and external means. Client evaluations indicate that 60-65% of the students report not functioning effectively upon intake versus only 10% reporting lack of effective functioning after counseling. CPS has maintained annual accreditation by the IACS and the internship training program is accredited by the APA.

CPS provides a full array of services to both residential and off-campus students. In 2006-07, 29% of clients lived on campus. CPS staff also provides training to the RA and serves as consultants for psycho-educational program development for residence halls, FGH, and fraternities and sororities.

Health Promotion (HP)

One intervention involves mandatory alcohol education for all incoming freshmen: in the fall semester of 2007, 1,683 students successfully completed AlcoholEdu for College, an online, evidence-based interactive program. This includes pre- and post-testing over the course of the first semester. Results from this analysis have been consistently positive and similar with national findings. The VOICE Center also provides a mandatory program for all incoming first-year students; during the fall semester of 2007, 2,216 students attended this program. HP also oversees the coordination of large-scale alcohol-free social events on campus, including Midnight Mania, which is held during Homecoming weekend. In the fall of 2007, an estimated 2,600 students attended this event. HP also collects annual prevalence data related to a variety of college health and wellness issues via the National College Health Assessment. Also collected are data specific to tobacco use—results are utilized in conjunction with a state-wide collegiate tobacco prevention and cessation effort.

3.D.13 Student housing, if provided, is designed and operated to enhance the learning environment. It meets recognized standards of health and safety; it is competently staffed.

Family and Graduate Housing

FGH staff members are dedicated to providing affordable, convenient, clean, and safe apartments to tenants. Communities are developed with a focus on tenant growth and development and production of living environments that are conducive and supplementary to the educational pursuits of students and student families.

All apartments meet code for occupancy; maintenance of apartments is performed as issues arise, with a focus on service to tenants. A tenant is only allowed to inhabit an apartment after it has been cleaned thoroughly and all appliances, hardware, electricity, and plumbing have been checked by professional trades staff. Examples of recent capital expenditures to enhance resident safety include:

1. a warranty replacement of fire-suppression sprinkler heads in McIntosh Court;
2. lighting upgrade to various community parking lots;
3. replacement of several front door locks using a common master key system; and
4. replacement of sidewalks.

FGH is directly managed by the Assistant Director, and is staffed by six classified employees, 30 part-time students, and 13 CAs. All staff members are trained appropriately in areas that pertain to their position upon their orientation, and many forms of ongoing training supplement and reiterate information pertinent to their positions. In addition, two community police officers are assigned to FGH to work within the community to provide programming opportunities and a positive presence at events. The UPD and FGH also work cooperatively to address any concerns about disciplinary and safety

issues. Finally, resident satisfaction with safety appears to be improving based upon results from the annual EBI survey. On a scale of one to seven (with 7 equating to highly satisfied), the mean score of resident satisfaction with safety and security is 5.63 – compared to 5.29 in 2003.

Apartment grounds are maintained by a full-time grounds supervisor who oversees up to 10 student employees. A very high standard is placed on safety issues as they pertain to streets, sidewalks, lawns, parks, and playgrounds. All grounds areas are checked on a daily basis, and any safety hazards are resolved or removed.

A variety of social, educational, and family-focused programs take place throughout the year. Examples are as follows: Cub Club After School Program, Baby Bobcats, Blood Drives, Pumpkin Fest, Barn Dances, Parents' Night Out, Safety Fair, Community Garden, and Swim Nights.

Residence Life

RL is essentially a 24 hour-a-day, seven day-per-week operation employing approximately 240 students, 17 classified employees, a director, an associate director, and an assistant director. The educational and experiential requirements for employment are consistent with national trends for the RL professional staff positions (ACUHO-I). Classified personnel are hired and evaluated within the framework managed through the MSU Human Resources Office. A comprehensive position description is on file for each position.

The RL operation consists of ten residence halls that encompass 813,166 square feet, 1,850 individual student rooms, and a capacity for 3,250 beds. RL supervises application and lease forms, individual room assignments, and roommate assignments. Lease and application forms are reviewed and revised each year with attention to national trends, new state and federal laws, and individual student interest items.

Clients report, at a rate of 70%, the issues that brought them to counseling were impacting their grades, life as a student and continued enrollment. Despite this, the attrition rate for students who utilize the center has ranged from 1.6 to 3.7% for the past 5 years.

Throughout the academic year, the desk operation provides service 24 hours a day, seven days per week. Approximately 120 student desk clerks across campus are selected, trained, and supervised by the Resident Director and Program Assistant teams in each building. The desk provides front-desk services, which include equipment checkouts, managing U.S. Postal Service and UPS deliveries, maintaining weekly room key inventories, collecting sales and services revenue, and maintaining the integrity of the 10:00 p.m. to 6:00 a.m. lock-down and guest check-in policy.

The custodial staff consists of 31 full-time employees and one custodial supervisor. Full service is provided to public areas seven days a week with the addition of the student weekend custodial program in 2005-06. A call-out procedure is in place if custodial personnel is required afterhours or on weekends. The RL staff conducts up to six individual room inspections and public area inventories annually. All maintenance work is coordinated through the RL Maintenance Supervisor to MSU Facilities Services. Computer access to the network through "ResNet" and cable television service are provided to the individual rooms without additional fees for students.

RL conducts a lengthy selection process for the RA positions. During 2006, a total of 234 students requested applications for 50 open positions. Once hired, RL provides comprehensive staff development and peer advisor training programs for the incoming RA staff. This is accomplished by developing, presenting, and facilitating spring and fall RA camps; teaching three sections of an RA class that includes academic credit; and conducting monthly in-service training opportunities. Depending upon the individual employee's success in the job, evaluations are conducted one to four times annually. The evaluations include feedback from students, self evaluations, and a performance appraisal from the immediate supervisor.

In addition to the management of infrastructure, the department expends resources to provide students with developmental programs and support services. Program efforts are student centered and are introduced with consideration to the student stress calendar. All program efforts are designed to promote a balanced lifestyle in support of MSU's mission and are concentrated on intellectual, social, physical, cultural, and emotional needs.

ResNet

ResNet provides access to the campus computer network resources and the internet in the residence halls and FGH. Launched in fall 1998 and initially providing service only to the residence halls, about 55% of the occupants chose ResNet in the first year. Since 1998, all network switching has been upgraded to deliver 100 mbps to the desktop in the residence halls and added wireless access in most common areas and in all of the dining halls. ResNet usage in the residence halls increased to more than 88% of occupancy in the fall of 2006.

In 1999 and 2000, wiring and network switches were added in FGH with ResNet service delivered to those outlying buildings mostly via a wireless backbone. Since 1999, the wireless backbone has been replaced with a fiber backbone to all complexes and is in the process of having the network switches upgraded to deliver 100 mbps to the desktop. ResNet usage in FGH increased from 42% of occupancy in fall 2000 to more than 79% in the fall of 2006.

Residents also enjoy unlimited access to computer labs managed by ResNet in six of the seven residence halls and staffed access at a computer lab located in FGH. More than 45 computers are provided in the seven computer labs, offering access to campus-licensed software and campus network resources. Seven other computers are maintained at the front desks of the residence halls that provide quick access for e-mail and other campus network resources.

Free of charge, the ResNet Help Desk provides virtually all aspects of technical support and repair for students living in the residence halls and FGH: support for network connections, web/software applications, hardware problem diagnosis and repair or installation, hard disk recovery, operating system support and re-loads, and virus/spyware removal. Since MSU purchased anti-virus software licensing for all enrolled students, the ResNet Help Desk also supports students living off campus with virus/spyware removal and anti-virus software installation. Currently ResNet does not have any formal programs to promote cyber security, but will informally educate students while repairs are being completed on their computer.

3.D.14 Appropriate food services are provided for both resident and nonresident students. These services are supervised by professionally trained food service staff and meet recognized nutritional and mandated health and safety standards.

University Food Services

MSU manages and operates all food service operations on campus and offers a wide variety of food service options to residence hall students, faculty, and staff. University Food Service (UFS) operates three residence hall dining rooms and the Strand Union Food Service including a major food court on the main level, a small food court on the lower level, and a coffee shop, sweet shop, and a sandwich shop. The Strand Union Food Service also operates coffee bars in the Renne Library and the EPS building. In addition to these daily operations, UFS also operates catering, athletic concessions, and a restaurant. University Catering is capable of servicing multiple events and larger ones than other caterers in the area. With the information obtained from surveys and customer input, University Catering is considered one of the best in the region.

Meals are prepared under the supervision of professionally trained managers, chefs, and cooks. A registered dietitian is on staff to meet with students concerning dietary needs and to provide ongoing nutritional information.

This dietitian meets with students on a regular basis consisting of approximately 12-15 visits per month by students. UFS employs a registered sanitarian who oversees the safe and healthy production and serving of food. In addition to following state sanitation rules, MSU was the first university in the country to be accepted into the federal food safety certification program to increase the safety of food served to its students.

The three residence dining halls on campus are modern, attractive, and comfortable. The facilities receive frequent updates to keep them looking fresh for students. During the last fiscal year, UFS spent \$170,000 in repair and replacement funds to enhance the physical and operational facilities of the dining halls. In addition to two home-cooked entrees each meal, the dining rooms also offer pizza, sandwiches, tacos, a salad bar, a cereal bar, vegetarian foods, and low-fat foods. The “all you can eat” style of service allows students to enter the dining room whenever and as many times as they want from 7 a.m. to 7 p.m. every day. This program was developed with student input from a student focus group eight years ago. Today, surveys are conducted on a regular basis to determine if student needs and wants are being met.

The Strand Union Food Service was remodeled during 2007-08. The new look has been well received by customers based upon focus groups, surveys, and customer comments. The remodel replaced a coffee bar with a coffee shop, an enclosed sandwich shop with an open air sandwich shop, and a facelift for all areas.

UFS has developed a local foods program called “Montana Made” to increase the use of local foods to help with sustainability and the reduction of MSU’s carbon footprint. Currently 10% of UFS purchases are locally produced products with the goal of reaching 15% by the end of the next fiscal year. UFS is also working with student groups about recycling and composting; the newly formed Campus Sustainability Advisory Committee will be working with UFS in developing and expanding these programs.

UFS surveys its students and customers regularly and generally receives positive [results](#).⁴⁶ In the latest survey, 53.3% of respondents indicated they were satisfied or very satisfied with the dining services compared to only 4.9% who were unsatisfied. In the same survey, over 60% indicated the quality of the food was either “pretty good” or “awesome.”

In addition, UFS meets with students in focus groups, attends student meetings when requested, and has an open-door policy for students. Many of the changes made and the direction of the program are a result of student input. UFS holds many promotions and events throughout the year and has a marketing manager on staff to direct this function.

3.D.15 Co-curricular activities and programs are offered that foster the intellectual and personal development of student consistent with the institution’s mission. The institution adheres to the spirit and intent of equal opportunity for participation. It ensures that appropriate services and facilities are accessible to students in its programs. Co-curricular activities and programs include adaption for traditionally under-represented students, such as physically disabled, older, evening, part-time commuter, and where applicable, those at off-campus sites.

Office of Student Activities

Co-curricular activities and programs are rich, varied, and diverse and in some instances are specifically intended to meet the needs of traditionally under-represented students, such as the physically disabled; Gay Lesbian Bisexual and Transgender (GLBT); and older, evening, and part-time students. OSA and the Diversity Awareness Office (DAO) are committed to providing extracurricular programs that cultivate student development and complement academics. Some recent events include:

- Martin Luther King Lecture: Kenyan architect and social activist Ronald Omyonga (Engineers without Borders).

- Holtzer Leadership Conference, Fairmont Hot Springs
- Fall Activities Calendar
- The Biological Basis of Sexual Orientation, lecture by Dr. Anne Perkins
- The F Word (Feminism) Discussion Group
- Greg Mortenson Lectures, Central Asia Institute
- Margaret Mead Film Festival
- The Player Club Hip Hop Dance
- Wal-Mart, The Movie
- Mawi Asgedom Lecture: How To Overcome Almost Anything
- Bongo Love African Dance and Drumming
- National Coalition Building Institute Violence Prevention Workshop
- Molly Secours Lecture: Whispering Black–Code Talk for Whites
- Film Night with Rize, Kinky Boots, Land of Plenty and Paradise Now
- An Evening with Transgender Debra Davis titled Reading Rainbows
- Florence Garcia Lecture: Healing Moments
- Dr. Robert Jensen Lecture: The Skin I’m In: On Privilege in America
- Black Entertainment Exposition: poetry, comedy, hip hop and break
- THREADS Fair Trade Fashion Show and Sale with the Clintons
- Upheaval: A Revolution of the Arts
- Homelessness in America Panel
- Gay Comedian Vidur Kapur
- Kevin Connolly Lecture: The Rolling Exhibition
- Azouz Begag Lecture: Fighting Racism in France
- Dr. Peggy McIntosh Lecture: Understanding Privilege: The Surprising Journey
- Day of Student Recognition Awards Ceremony

Students are invited to attend every event through intense advertising on campus, which includes advertising in academic buildings, in residence halls, in FGH, on electronic running boards, via ASKUS announcements, and in the student newspaper. The OSA embraces the model of inclusion and utilizing student input for programs and services. Programming—including topics, presenters, dates, times and the set-up of the program space itself—is designed with the student in mind.

Diversity Awareness Office

The Multicultural Center was instituted in 2001 and aimed to support and raise awareness of the diversity in cultures that exist on campus. The center developed into the DAO, expanding the mission to encompass bringing together all members of the MSU community, and the community at large, by increasing understanding and providing support to those who identify with a wide spectrum of diversity issues including race, ethnicity, sexual orientation, class, gender, and ability.

One aspect of the DAO, a responsibility of the OSA, is to provide programming and extracurricular opportunities for traditionally under-represented groups including students with physical challenges; gays, lesbians, bisexual and transgender students; and students over traditional age. At the Day of Student Recognition Ceremony, awards are given to students with disabilities and to an African American student.

The office functions on a variety of levels within the university: ASMSU, student affairs, academic affairs, and training programs. It hopes to provide informational resources about services such as tutoring and scholarships available to students, as well as information and articles to enrich research and inquiry related to diverse issues and to aid in raising the level of awareness of the layers of diversity that exist on campus. Some of the events that the office is involved in include the following:

- A diversity art space, within the SUB displaying student art-work with themes centered around some aspect of diversity as defined in the mission statement of the DAO, artwork that heightens the level of student awareness of difference on campus by being located in a highly visibly area in one of the busiest buildings on campus.
- In order to encourage the development of leadership skills within the American Indian student population on campus, the DAO sponsored four students to attend the MSU Leadership Institute's Leadership Summit in the fall of 2008.
- The office is a sponsor of the Diversity Coffee held in conjunction with the CIS-ES's Career Fair.
- Workshops such as diversity training workshops have been offered to the community in the past and the office offers diversity training and teaching resources for Graduate Teaching Assistants, faculty, and staff.
- The DAO participates in recruitment opportunities such as Native American campus visits and outreach efforts such as sending letters to all prospective and admitted students of color.
- Co-sponsorship of the Diversity Dialogues, held with CPS, offers all students an opportunity to have guided and honest discussions about issues including racial and ethnic identities and class in a safe and confidential space.
- The office worked with Affirmative Action and the Office of Communications and Public Affairs to develop the statement regarding MSU's commitment to diversity and is also working to further develop policies that provide a plan of action and protocol for reporting bias-related incidents.
- Undergraduate research mini-grants help support undergraduate research dealing with aspects of diversity, including race, class, ethnicity, and socio-economic standing.

- Scholarships in development aimed at increasing leadership and raising visibility of under-represented groups of students.
- Participation in the Indian Program Directors Meeting.
- Participation in Bobcat Student Athlete Mentor Program, where one student-athlete mentee is African American.
- Events that promote awareness of racial/ethnic/religious differences e.g., Peace... not Prejudice symposium on understanding Islam
- Co-sponsorship of Martin Luther King, Jr. lectures.
- Co-sponsorship of Native American Awareness events such as American Indian Heritage Day events.
- Hosting of Financial Aid workshop for all students, highlighting opportunities for students of color and underrepresented backgrounds.
- Sponsoring “Conversations on difference: A Diversity Essay Contest” where perspectives of people from different backgrounds are shared with both the MSU community and the Bozeman community through the DAO newsletter and the *Bozeman Daily Chronicle*.
- Thursday Afternoon Forums are developed for graduate students, undergraduate students involved in advanced research, and staff as a place to present research of interest to the campus community in a small, informal setting. These are excellent opportunities to prepare for conference presentations and job talks.
- DAO Movie night, featuring screenings of movies centered on topics and areas of diversity.
- Diversity Panels comprised of students for class discussions, allowing students of color and other underrepresented groups to have their perspectives voiced to students. Last year’s panels visited with the Advocats class and the Psychology of Prejudice Class.
- Student Diversity Advisory Board (in development), comprised of students from a variety of backgrounds that will lend guidance to the direction of programming the DAO sponsors as well as diversity-related issues on campus that may need attention from the university.

Office of Sports Facilities

Sports Facilities strives to provide professional services for its many diverse, distinct events and clients. Basic to the Sports Facilities mission is a commitment to produce quality activities and programs and to provide multi-purpose facilities for university students, staff, faculty, and the Montana community, while progressively managing clean, safe, and well-maintained facilities.

The department is responsible for the management of the following facilities and grounds: Brick Breeden Fieldhouse, Bobcat Stadium, Marga Hosaeus Recreation and Fitness Center, Tennis Facilities, and the outdoor fields. Management includes scheduling, daily operations, event management, short and long term maintenance as well as daily custodial work. The facilities are the largest available in the area and are utilized heavily – accounting for 95% of the approximate 14,000 space reservations on campus annually by academic classes, the Wellness program, Recreational Sports and Fitness, Athletics, student organizations, ROTC, and individual staff, and faculty. The facilities are also utilized for a wide variety of events including MSU Rodeo, Broadway in Bozeman, MSU Commencement, concerts, MSU/ASMSU clubs and student organizations, and events for the community such as trade shows and the Bozeman High School Commencement. The buildings are open seven days per week, averaging 16 hours per day, with special hours for events.

Associated Students of MSU

ASMSU exists to provide three essential elements to a rewarding college experience: representation, education, and entertainment/service programs. ASMSU’s primary

goal is to enable students to use their own skills and abilities to have a beneficial impact on MSU. ASMSU has twenty committees and programs designed to provide students with the skills necessary to learn, grow, and ensure that all MSU students receive the full benefit of the student activity fee.⁴⁷ The committees are administered by the ASMSU President, Vice President, and Business Manager. These programs aim at providing services of which the entire student body can take advantage. They range from legal services, tutoring services, intramurals programs, outdoor recreation programs, a student-run radio station (KGLT), movie theatre, and student newspaper to name a few. ASMSU ensures that students are getting the most out of their student activity fee by surveying students each year and actively promoting all services offered to students weekly through various media outlets. Any student who has paid the activity fee is welcome to take advantage of any service offered by ASMSU.

ASMSU follows all ADA guidelines as applicable to buildings and operations since it operates in most of the buildings on campus. All programs are available to any student who has paid the activity fee. Programs from the leadership institute, lively arts and lectures, the Procrastinator Theatre, etc., ensure that their lineup is diversified. Many programs do offer their services after 5:00 p.m. as well, e.g., fitness center, Procrastinator Theatre, outdoor recreation, comedy, leadership institute.

Disability, Re-entry, and Veteran Services

Students with disabilities who want to participate in activities and events on campus are assisted case-by-case in collaboration with various departments and offices, including:

- OSA
- Conference Services
- ASMSU
- Auxiliary Services

One of the biggest changes since the last accreditation has been the name change of the office. The name was changed due to the negative connotation associated with “resource rooms” in public schools, and the numerous other “resource” offices located at MSU confused many students, faculty, parents, and staff.

DRVS has continued to invest in technology to better support students served: disabled, non-traditional, or veterans. In the disability field, great advancements have been made in adaptive equipment and software technology. The recent purchase of a high speed scanner has enhanced the capability of providing alternative texts to students in a timely manner. DRVS staff members keep current on technology and trends and then implement changes as needed.

3.D.16 The co-curricular program includes policies and procedures that determine the relationships of the institution with its student activities; identifying the needs, evaluating the effectiveness, and providing appropriate governance of the program are joint responsibilities of students and the institution.

Office of Student Activities

Interest in student leadership of some student organizations for non-traditional student groups fluctuates with the times and with the energy and charisma of revolving student leadership. This is the case with many student groups. While accessibility to events, flexibility in timing, and variety in scheduling events is well executed by OSA, much effort is evident by students and some advisors to develop, market, and support student groups. Leadership training for organization leaders is available upon request.

Depending on the student organization, needs are identified by direct conversations and inquiries with students regarding student interest and involvement, and through interaction with the student government and directly-involved advisors and departments on campus.

Effectiveness is evaluated annually through one-on-one contact with student organization leaders and advisors. Effectiveness is reflected in the flexibility and willingness to improve and revamp programs to meet the changing needs of students.

Policies and procedures for student [organizations](#)⁴⁸ and the advisor [handbook](#)⁴⁹ are available online.

Family and Graduate Housing

The needs of a diverse student and family population are served by the programming efforts of the FGH office. All FGH activities and programs are planned out well in advance to ensure a well-prepared event for tenants. During the planning stage and to optimize tenant awareness and involvement, the facilitators review factors such as timing, safety, advertising, expense, and tenant interest.

Due to the diverse population in FGH, a wide variety of program and activity options are available. During a calendar year, programs are provided that cater to either individual communities or the entire FGH community. There are also separate options provided for both the family population and the single-student population.

Programming needs are determined by assessment of population. Recently, FGH has implemented surveys to assist in attempts to determine what particular interests and concerns might be addressed by educational programming. While still in early phases of development and implementation, multi-cultural diversity programming is important to current residents. The FGH office has responded by increasing the frequency and availability of multi-cultural programs in the community

The value of activities and programming are reviewed through yearly EBI surveys distributed to residents; the surveys are conducted in March of each year. Tenant feedback is used to improve programs and efforts and to inform the program-planning process for the upcoming year. These data are congruent with the ACUHO-I/EBI assessment which has demonstrated par performance (63 participating institutions) in

the last year in all programming areas. However, a slight dip (-.02 mean) in cultural programming has led to increased importance being placed on improved, better advertised, and more frequently implemented multi-cultural programming in the housing area.

A final report is submitted for each program offered in FGH and is utilized to gauge tenant involvement, tenant interest, and overall program success. Staff members review success and possible improvements to the program.

Residence Life

Student-interest surveys are conducted at one of the first floor meetings to determine programs of interest. RAs use this information to align their activities and programs with the community throughout the academic year. All RL and Inter-hall Residence Hall Association (IRHA) activities are alcohol-free and offer a series of traditional events—Roskie Run, Tri-Tower Spring Fest, Dress Your RA Contest, Spirit BBQ, Quads Pentathlon, Hannon Mother/Daughter Weekend, Langford Christmas Dance—in addition to new, community-sponsored events.

For each program completed, a Community Development Program/Activity evaluation is completed. Information is gathered regarding attendance, publicity, resources used, and logistics. RAs also address desired learning outcomes, needs and purposes and provide a summary of the event and suggestions to improve the program. RAs also make a recommendation based on resident feedback if the program should be repeated.

Associated Students of MSU

The governing body of ASMSU, the Senate, consists of 21 students. The Senate's major responsibility is the allocation of almost \$900,000 to the ASMSU committees. The Senate is supported by two standing committees. The Constitutional Audit Committee is responsible for ensuring that all legislative actions taken by the Senate are not in violation of ASMSU's Constitution. The Stipend Review Committee is responsible for appropri-

ating annual salaries of over \$140,000 to over 80 ASMSU committee personnel and executive members. ASMSU has a Finance Board made up of six students and three faculty/staff members who advise the Senate on fiscal issues. See suggested Materials 3.

3.D.17 If appropriate to its mission and goals, the institution provides adequate opportunities and facilities for student recreational and athletic needs apart from intercollegiate athletics.

ASMSU Recreational Sports and Fitness

The newly renovated Marga Hosaeus Fitness Center (HFC) opened January 11, 2008; with its open and artistic design it will be sure to draw students long into the future. In its first year of operation, over 325,000 users have entered through the turnstiles; students make up approximately 80% of the usage of the building. A typical weekday, during the academic year, has 1,500 to 2,500 users. The HFC features new group fitness rooms, a climbing room, a fireplace lounge, large viewing windows, a 14,000 sq. ft. fitness center, and a large open lobby.

Marga Hosaeus Fitness Center Featured Facts	
Funding	Student Fees; Student Body vote spring 2005
Building Opened	January 11, 2008
Cost of Remodel	\$15.5 million
Lobby Height	32 feet
Lobby and Hallway	15,000 ceramic tiles (one square foot each)
Tile/Maple Fireplace	25 feet tall
Fitness Center	14,000 sq. ft. with over 75 cardiovascular machines
Group Fitness Rooms	3, including spinning and martial arts
Multipurpose Gymnasiums	3, including six full-court basketball courts
Racquetball/squash	9 racquetball courts and one squash court
Indoor Tennis	2 courts

Intramural Sports, Group Fitness, and Fitness Consultations make up the bulk of the programmed activities. Group Fitness classes serve over 500 participants per week and Intramurals provide recreation for 1,500 participants per week. Intramural Sports offer women's, men's, and co-ed activities in all its team sports. The Recreational Sports and Fitness (RSF) department is staffed by one master's level professional, four bachelor's level professionals, a full-time administrative assistant, and over 150 student employees who serve as equipment managers, lifeguards,

aerobics instructors, office assistants, referees, and facility/program supervisors.

In addition to the newly remodeled indoor facility, RSF oversees the use of an outdoor field complex for intramural activities. The Dobby Lambert Fields feature softball, soccer, touch football, ultimate frisbee and club sport activities on a 27-acre, irrigated, multipurpose field. Intramural Sports and Group Fitness classes are an important social aspect to campus life, as well as being an outlet for physical activity.

The Recreational Sports and Fitness Advisory Board (RSFAB) was established in April 2006 with nine student and two faculty/staff members. The board meets once per month and has helped establish a new mission statement; the board also provides advice on equipment purchases, utilization of fees, governance, facility operations, and overall program evaluation. The two co-chairs of the board are ASMSU senators, who provide information to the RSFAB of student government (ASMSU) activity and report back to the ASMSU Senate on RSAB activity and motions. The RSF Director has also established a good working relationship with ASMSU and provides regular updates to the ASMSU Senate and executives.

3.D.18 If the institution operates a bookstore, it supports the educational program and contributes to the intellectual climate of the campus community. Students, faculty, and staff have the opportunity to participate in the development and monitoring of bookstore policies and procedures.

The MSU bookstore is an integral part of the MSU community. Operating since 1931 as a separate, incorporated entity, its operation is guided by its mission: “The MSU Bookstore, Inc. is dedicated to supporting the goals of the University by satisfying customer needs with the best possible service and prices in a customer friendly environment.”

Governed by a Board of Directors, the bookstore continuously evaluates itself through internal and external surveys and customer feedback. The Board of Directors is composed of the following: three faculty, three students, and is chaired by a university presidential appointment—presently MSU’s Director of Auxiliary Services. The board meets on a monthly basis and serves as a policy board that directs and has authority over all store policies.

The MSU bookstore provides a comprehensive and diverse offering of goods, services, information, and advice to the university community. The resources directly and indi-

rectly support and enhance academic work and life within the university community. The bookstore serves as a focal point, enhancing MSU’s image by reflecting its commitment to learning. To accomplish this, the bookstore carries books that will enhance the learning experience of the student, as well as required textbooks and class supplies. General reading books that support and enhance required reading material are also stocked with emphasis on regional authors and interests. Additionally, computers and electronic-related merchandise is available, usually at educationally reduced prices, and clothing and gifts sold in the store bear the marks and logos of the university to help promote institutional pride and recognition.

According to comparative data surveys from both the Independent College Bookstore Association (ICBA) and the Large Store Group of the National Association of College Stores (LSG), the MSU bookstore is one of the lowest priced textbook distributors in the U.S. Recently, the store was ranked 69th in sales volume by The National Associate of College Stores. As a nonprofit organization in which faculty and students are shareholders, any profits are rebated to the shareholders through discounts on textbooks and trade books.⁵⁰

3.D.19 When student media exist, the institution provides for a clearly defined and published policy of the institution’s relations to student publications and other media.

ASMSU owns and operates the student newspaper, the EXPONENT, and the student radio station, KGLT. The EXPONENT provides up-to-date coverage of news, sports, arts, and a variety of other events happening on or near MSU. The EXPONENT seeks to provide a forum for students to exchange views on events that affect them. The student newspaper employs 40 students as writers, editors, and production staff for an opportunity to learn advanced newspaper procedures, layouts, graphics, and management. The EXPONENT is governed by the Exponent

Publications Media Board comprised of seven students, one faculty member, and one community member. The EXPONENT is published weekly during the academic year.⁵¹

KGLT is the campus alternative radio station. Students and community members alike work at KGLT, as do volunteer DJs, a professional, and a student-paid executive staff. An apprentice class begins every school year, which prepares volunteers for on-air announcing. Operational funding comes from ASMSU, area businesses, and listeners. KGLT also organizes a Policy Board comprised of 12 students and six community members who set the direction for the future of the station.

Both KGLT and the EXPONENT have always been treated by MSU as separate and autonomous entities; therefore, no formalized institutional policy regarding their relationship to the university exists.

Standard 3.E. – Intercollegiate Athletics

3. E.1 Institutional control is exercised through the governing board’s periodic review of its comprehensive statement of philosophy, goals, and objectives for intercollegiate athletics. The program is evaluated regularly and systematically to ensure that it is an integral part of the education of athletes and is in keeping with the educational mission of the institution.

Overview - NCAA

The institution is a member of NCAA Division I and the Big Sky Conference. As such, the institution is required to follow all rules, regulations, and policies of both organizations. The institution sponsors fifteen sports—seven men’s teams and eight women’s teams. The department is led by a director who reports to the Vice President for Student Affairs.⁵²

Additional oversight is provided by the Faculty Athletics Committee created to ensure the department is operating within its mission and the mission of MSU. The chair of the athletics committee reports directly to the President of the university. The group meets at least once a semester and participates in exit interviews of all student-athletes who have exhausted eligibility. An annual report of all exit interviews is provided directly from the committee to the President of the university and is available [online](#).⁵³

As a member of the NCAA, MSU is required to conduct a self-study and undergo a certification process every 10 years. The most recent certification was conducted in 2001-02 with the next certification scheduled in 2010-11. (Link 2001-02 NCAA Certifications). MSU will begin its self-study for NCAA certification in fall 2009.

Additionally, the department has undergone additional external reviews since the last accreditation. In the fall of 2005, the Big Sky Conference provided an external review of compliance operations, and in the fall of 2006, an outside entity comprised of representatives from the NCAA, Southeastern Conference, and Big Sky Conference conducted a review of recruiting and academic [policies](#).⁵⁴

The athletic department’s mission requires the department to create a competitive intercollegiate athletics program without losing sight of the priority of providing student-athletes with a high-quality education leading to a collegiate degree. The mission of the Department of Intercollegiate Athletics at MSU is to foster excellence in academic and athletic performance. To accomplish the athletics mission the department:

- Promotes student-athlete welfare, ethical conduct, equal opportunity, and fiscal and social responsibility among all athletes, coaches, staff, and administrators.
- Supports the success of student-athletes by actively engaging the broader university community.

- Actively develops student-athlete life skills for success in the classroom, on campus, and in the community.
- Encourages athletic excellence characterized by discipline, sportsmanship, and continuous personal growth.

Additionally, the President has stipulated the following priorities for intercollegiate athletics at his annual address to the athletics department staff:

1. graduation/academics — promote academic success with graduation as the key end result,
2. meet compliance to all rules and regulations,
3. fiscal responsibility, and
4. competitive competition.

The following recent developments assist to ensure the athletic department is integrated into the larger campus community:

1. the Associate Director of Athletics serves on the Assistant Dean's Council,
2. all student-athletes are required to participate in orientation,
3. a faculty member teaches the Life Skills for Student-Athletes course for new student-athletes,
4. the director of academic services serves on the Academic Advising Committee, and
5. the athletic department sponsors a mentor program whose mission is to connect staff and faculty outside of the athletic department with first-year student-athletes.

Overview Rodeo - NIRA

MSU Rodeo is a member of the National Intercollegiate Rodeo Association (NIRA) which is the governing body of college rodeo. The head coach reports to the Vice President for Student Affairs and meets with him periodically throughout the year to review program status, goals, and objectives. The Vice President for Student Affairs provides direction for the program at his discretion. Additionally, the head coach meets regularly with the

Fiscal Manager for Student Affairs to review and discuss the budget and fiscal status of the program. The head coach also meets regularly with the Student Affairs Assistant to the Vice President for Special Projects to discuss program goals and operational issues. Annually, a report is prepared with details about the program, including financial statements, participation rates of student athletes, GPA statistics and graduation rates, and university support. This report is reviewed by the Vice President for Student Affairs and submitted to the Office of the Commissioner for Higher Education (OCHE) for the state of Montana.

3.E.2 The goals and objectives of the intercollegiate athletic program, as well as institutional expectations of staff members, are provided in writing to candidates for athletics staff positions. Policies and rules concerning intercollegiate athletics are reviewed, at least annually, by athletics administrators and all head and assistant coaches. The duties and authority of the director of athletics, faculty committee on athletics, and others involved in policy making and program management are stated explicitly in writing.

NCAA

The goals and objectives of the department can be found throughout the department. In the summer of 2008, the department initiated a plan to post its mission statement in every departmental office, student services area, and locker room. Additionally, the goals and objectives may be found most prevalently in the department's Annual Report, Policy Manual, and on the departmental [website](#).⁵⁵

During the recruitment process for institutional staff members, the department clearly states its goals and objectives in job descriptions and job postings. Upon acceptance of a position, the goals and objectives are clearly stated in head coaching contracts and assistant coaches' letters of appointment.

The department provides rules and education to its staff, coaches, and student-athletes

monthly, and annually, or upon request, to other individuals across campus. It produces a policy manual for staff and a handbook for student-athletes which details all policies relevant to each group and clearly defines the duties and authority of the director of athletics, faculty athletics committee, and other individuals/groups involved in policy making and management of the [department](#).⁵⁶ Additionally, the department adheres to all institutional policies and is committed to compliance with these policies by staff, coaches, and student-athletes.

Annually, all staff members must complete the NCAA Certification of Compliance Certificate. By signing this certificate, the staff members are verifying that they have not participated in any known or unreported violations of NCAA rules and regulations. This certificate is then signed by the President of the university and kept on file according to NCAA policy.

Rodeo

Rodeo policies are reviewed annually by coaches and staff with the head coach. Compliance with NIRA rules and MSU policies is emphasized.

3.E.3 Admission requirements and procedures, academic standards and degree requirements, and financial aid awards for student athletics are vested in the same institutional agencies that handle these matters for all students.

Academics

The NCAA measures academic success with the Academic Progress Rate ([APR](#))⁵⁷ initiated in 2003 and with the Graduation Success Rate and Federal Graduation [Rates](#).⁵⁸ While the rates have slipped over the last few years, it is expected they will increase in coming years as a result of new coaching staff committed to academic priorities in line with the department and institutional commitment.

With a renewed focus on the integration of the athletic department within the greater campus community, the President commis-



PHOTO BY KELLY GORHAM

sioned a group of community members, faculty members, and staff to examine the shortcomings in APR and graduation rates, as well as other issues, including recruiting and retention strategies and social behavior of student-athletes. The group thoroughly researched the issues and presented the President with a report titled “OneTeam” outlining concerns and recommendations to ensure the athletics department renews its commitment to its mission, the academic performance of student-athletes, and the overall image of MSU and the athletic [department](#).⁵⁹

In light of this, the department has bolstered a team average GPA of 3.0 or above for the previous 16 semesters. In 2007-08, student-athletes and staff provided over 5,500 hours of service to the local Bozeman community. The department has also increased staffing in the Athletic Academic Center and is working with offices across campus to ensure students are integrated into the larger MSU campus community.

To ensure academic achievement is not overlooked, all head and assistant coaches’ contracts and letters of appointment include written expectations concerning academic achievement and graduation of student-athletes. During annual staff evaluations, administration uses commitment to academics as a component of the evaluation. Coaches are also evaluated on adherence to departmental, institutional, Big Sky, and NCAA policies as well as other performance-based criteria.

To ensure academic integrity, the eligibility of each student-athlete is certified each semester by a team of individuals both in- and outside of the athletic department. The certification of each student is reviewed by the following individuals: the Faculty Athletic Representative, the Associate Director of Athletics for Compliance and Student Services, and the Registrar's Liaison for athletics. Written policies for eligibility are reviewed and updated annually. These policies and procedures are then approved by the President.

Admissions

All student-athletes must meet NCAA and Big Sky eligibility standards and MSU admission standards. The university does not extend special admission status for student-athletes. All admission of student-athletes is extended by the MSU Admission Office in the same manner as admission for all students at MSU.

Financial Aid

The athletic department administers all athletically-related financial aid within the limitations outlined by the NCAA, Big Sky, and MSU. All awards are recommended by the athletic department with the Financial Aid Office having the final authority over the awards. All students whose awards are non-renewed, cancelled, or reduced are notified in writing of their opportunity for an appeal, which is administered outside the athletic department.

3.E.4 Athletic budget development is systematic; funds raised for and expended on athletics by alumni, foundations, and other groups shall be subject to the approval of the administration and be accounted for through the institution's generally accepted practices of documentation and audit.

Fiscal Responsibility

The department's fiscal operations are conducted through the MSU and State of Montana accounting systems. All transactions are made through the state of Montana process. The athletic budget is created annually by the Director of Athletics, Director of Athletic Business Operations, and Budget and Fiscal Director for Student Affairs.⁶⁰ The athletic budget is monitored on a bi-weekly basis by a Budget Oversight Committee. The Budget Oversight Committee consists of the Director of Athletics, Director of Athletic Business Operations, Budget and Fiscal Director for Student Affairs, Assistant Vice President for Financial Services, and Vice President for Student Affairs. The Vice President for Administration & Finance and Director of Internal Audit are also included as necessary. An external audit is performed annually as required by the NCAA.

The department operates a booster club to assist in raising funds for student-athlete athletic scholarships. The athletic business office, and ultimately the university, has oversight of this operation and an annual audit is performed.

The department is embarking on a capital campaign to improve facilities and provide additional scholarship support for the department. This campaign is being conducted in cooperation with the MSU Foundation and all applicable rules and regulations are applied.

MSU Rodeo – NIRA

The fiscal management of the rodeo program is conducted through the MSU and State of Montana accounting systems. Revenue sources include the annual Spring Rodeo, various fundraisers, and the CAT Rodeo Scholarship Association. All transactions are conducted in compliance with State of Montana regulations. The rodeo budget is developed annually by the head coach and the Fiscal Manager for Student Affairs.

3.E.5 The institution demonstrates its commitment to fair and equitable treatment of both male and female athletes in providing opportunities for participation, financial aid, student-support services, equipment, and access to facilities.

Compliance

The department is committed to fair and equitable treatment of all student-athletes. It ensures participation, financial aid, student-support services, equipment, and that access to facilities not be limited for participants on the basis of gender, race, or any other discriminatory factor.

Annually, the department compiles required data to complete the Equity in Athletics Disclosure Act Report (EADA) as required by the NCAA and [USED](#).⁶¹ The department recently updated its gender equity plan and created a plan to ensure equality through 2013. This report was developed by a committee including individuals from in- and outside the athletic department. The university gender equity officer served on this committee as [well](#).⁶²

Beginning in spring 2009, the department will undertake updating its Sportsmanship and Diversity five-year plan. The NCAA has selected MSU to conduct diversity training on campus for staff and student-athletes. The NCAA will be on campus in February 2009.

MSU Rodeo - NIRA

The institution is committed to fair and equitable treatment of both female and male athletes. MSU Rodeo and NIRA provide three events specifically for female athletes and one event that is shared between genders. The rodeo team has been for many years made up of 40% to 50% females and the program employs two female graduate assistant coaches.

3.E.6 The institution publishes its policy concerning the scheduling of intercollegiate practices and competition for both men and women that avoids conflicts with the instructional calendar, particularly during end-of-the term examinations.

Student-Athletes and Competition

While the athletic department is committed to the highest level of competition, safeguards are in place to ensure student-athletes are students first. Scheduling policies for practice and competition are clearly defined in the student-athlete handbook, and all NCAA and Big Sky rules and regulations concerning practice time limitations and missed class time are strictly [enforced](#).⁶³

The MSU Rodeo program schedules practices at different times of the afternoon and evening in an effort to afford students the opportunity to practice without interference with their scheduled classes.

Conclusion

The department of intercollegiate athletics acts as an extension of MSU and is fully integrated into the university community. The department provides student-athletes with the opportunity to compete at a high level while fully participating in campus life and earning a college degree. The department provides an opportunity for the campus community to experience fully the camaraderie of a common goal through support of its athletic teams and the excitement of Division I intercollegiate athletics.

Policy 3.1 – Institutional Advertising, Student Recruitment and Representation of Accredited Status

A. Advertising, Publications, Promotional Literature

1. Educational programs and services offered are the primary emphasis of all advertisements, publications, promotional literature, and recruitment activities. Examples are provided in **Standard 3 Exhibits**.
2. All statements and representations are clear, factually accurate, and current. Supporting information is kept on file and is available for review if requested. Supporting information can also be accessed online.
3. Catalogs and other official publications are readily available and accurately depict institutional mission and goals; entrance requirements and procedures; basic information on programs and courses, with required sequences and frequency of course offerings explicitly stated; degree and program completion requirements, including length of time required to obtain a degree or certification of completion; faculty with degrees held and the conferring institution; institutional facilities readily available for educational use; rules and regulations for conduct; tuition, fees, and other program costs; opportunities and requirements for financial aid; policies and procedures for refunding fees and charges to students who withdraw from enrollment; and academic calendar.
4. Information regarding career opportunities is clearly and accurately provided in the MSU Bulletin, including a webpage address (www.montana.edu/careers) that details the career planning model, a compilation of the annual Career Destinations Survey highlighting salary survey information, job placement rates, number of

interviews earned by college, location of employment (in-state v. out-of-state), etc.

National and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered are outlined in the bulletin. For example, the licensure requirements for Nursing, Engineering, Education, Architecture and other professional programs are defined in the curriculum section of the University Bulletin. Unique requirements for career paths or employment can be found on the MSU Career and Internship Services webpage⁶⁴ in the “What Can I Do with a Major In...” section.

B. Student Recruitment for Admissions

1. **Student recruitment should be conducted by well-qualified admissions officers and trained volunteers whose credentials, purposes, and positions or affiliation with the institution is clearly specified.**

MSU student recruitment activities are conducted by well-qualified admissions representatives, admissions staff members, and a wide variety of other MSU faculty and staff members. In all cases, the people engaged in this type of student recruitment activities are paid and credentialed employees of MSU. The Office of Admissions also utilizes the services of both paid and volunteer students who are trained in recruitment basics and occasionally uses carefully selected alums from around the nation. When volunteers or students are utilized, they are always instructed to make it clear to those they are working with that they are students or volunteers.

2. **Independent contractors or agents used by the institution for recruiting purposes shall be governed by the same principles as institutional admissions officers and volunteers.**

MSU does employ the services of an outside contractor, Royall and Company, for assistance with recruitment lead generation

and yield enhancements. In addition, the Office of International Education employs a variety of ‘agents’ who work on MSU’s behalf around the world. In both cases, these independent parties are governed by the same principles as institutional admissions officers.

3. The following practices in student recruitment are to be scrupulously avoided:

a. ensuring employment unless employment arrangements have been made and can be verified;

b. misrepresenting job placement and employment opportunities for graduates

When recruiting students to MSU, the staff does not make promises regarding any employment arrangements nor does the staff misrepresent job placement and employment opportunities for graduates. When job placement and employment opportunities are discussed as part of the recruitment process, the facts and data are derived from statistics provided by the Office of Career and Internship Services.

c. misrepresenting program costs:

MSU program costs are printed in multiple publications and are available online. The stated costs represent average figures for students and specify that additional fees or charges may apply to specific programs or courses.

d. misrepresenting abilities required to complete intended program

MSU recruitment staff does not misrepresent the abilities required to complete various programs. Occasionally, however, prospective students or parents present unrealistic program plans based upon the academic records submitted. MSU has mechanisms in place to allow these

students to begin in their desired course of study. If the chosen academic choice does not work for a student academically or otherwise, advising is available and suggested to ensure that the student has access to information about other academic options which might be more suitable.

e. offering to agencies or individual persons money or inducements other than educational services of the institution in exchange for student enrollment. (Except for awards of privately endowed restricted funds, grants or scholarships are to be offered only on the basis of specific criteria related to merit or financial need.)

The MSU Office of Admissions does not offer any agencies or individuals money or inducements in exchange for student enrollment. The Office of International Programs has contracts with carefully selected and monitored agencies around the world that assist with recruiting international students only. MSU follows standard international practices of contracting and compensation of the recruitment agencies.

C. Representation of Accredited Status

The accreditation status of MSU is published on the first page of the MSU Bulletin, as stated:

Accreditation: Regionally accredited by Northwest Commission on Colleges and Universities (NWCCU). Professional schools and departments are approved by specialized accrediting organizations.

Standard 3 – Summary and Analysis

MSU maintains a strong commitment to student success inside and outside of the classroom. The university's commitment to student success is reflected in both the execution of a broad set of university strategic goals listed at the beginning of this chapter, as well as through the coordinated operation of the DSA as demonstrated by office and department responses relevant to each standard response. The array of programs and services presented in this self-study suggest a well designed and coordinated effort to recruit, orient, retain, and graduate students.

Strengths

Since the last accreditation, much has been accomplished at MSU to enhance student success, including but not limited to:

- A \$28 million renovation of the SUB, Black Box Theatre, and Marga Hosaeus HPE Center, providing additional or renovated attractive, safe, and highly-used student space.
 - Increased student services offices located in the SUB as a result of the remodel.
 - Renovation of several residence hall floors, rooms, and lounges.
 - Renovation of several FGH apartments.
 - Implementation and expansion of ResNet, direct connect, and wireless online service in the residence halls and apartment communities.
 - Implementation and growth in web-based student services – applications, bill-pay, course registration, job searching/application, etc.
 - Successful implementation and software conversion (SIS to SCT Banner) in 1999-2001.
- Areas affected include Admissions, Financial Aid, Housing, Auxiliary Services (Accounts Receivable, Accounts Payable, Finance), and the Registrar's Office.
- Improvement in the overall student recruitment process through increased budget allocation, hiring of Royall and Company, and enhanced publications resulting in a greater applicant pool.
 - Increased AmeriCorps grant funding for service learning opportunities through the Office of Community Involvement.
 - Creation of a DAO and implementation of relevant programming.
 - Implementation of a student/employer job searching portal product increasing employment and internship opportunities for MSU students and graduates.
 - Continued accreditation for Health and Counseling and Psychological Services by their national organizations for the longest time period possible.
 - Implementation of numerous educational and social events intended to curb alcohol consumption of minors and binge drinking on campus – AlcoholEd, Midnight Mania, etc.
 - Implementation of recommended campus safety audit findings, including but not limited to installation of video cameras in residence halls parking lots and emergency call boxes placed throughout campus.
 - Implementation of the 21st Century GI Bill, a new program allowing public universities in Montana (including MSU) to partner with the Department of Veterans Affairs to cover tuition expenses for veterans. The new version of the GI Bill also allows out-of-state veterans to pay in-state rates at Montana's public universities when pursuing a degree.
 - Reduction in student-to-faculty ratios for freshman English composition classes.
 - Installation of fire-suppression systems in residence halls and high-rises in FGH.
 - Development of the Student Progress Oversight Committee tasked with improving student retention.
 - Growth in Native American student population.

- Implementation of an “early warning system” for students who are at risk for D and F grades.
- Growth in students reporting internship experiences.
- Implementation of a campus alert system.
- Implementation of a system to support the electronic storage and access of medical records at CPS. (Student Health Service).
- Migration toward a common course numbering system between the other public institutions of higher education in the state of Montana – with the hope of facilitating transferring between institutions within the state.

Challenges

As discussed in this self-study, challenges exist in the administration of student services at MSU. While the items listed are not unique to this institution, the administration of MSU, through the efforts of the DSA, are actively working to address the following:

- Improving freshman to sophomore retention rates
- Improving six-year graduation rates
- Adjusting to declining state and Foundation budget allocation affecting scholarship opportunities.
- Maintaining a “safe” campus environment in light of tragic events on other college campuses
- Increasing student diversity on campus.
- Effectively communicating and engaging students in a continually changing multi-technological world.

Standard 3 – Supporting Documentation

Required Documentation

1. Organization chart for Student Services
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/careers/organizational-chart-studentaffairs.pdf>
2. Student Handbook
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/wwwcat/>
 - http://www.montana.edu/accreditation/accredLinks/st3/www2.montana.edu/policy/student_conduct/student_conductc-code_2007-2008.htm
3. Summaries of student characteristics that will provide a composite of the nature of the student body.
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/opa/studentdataindex.html>
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/opa/quickfactsindex.html>
4. Student retention and rate of graduate data for the last three years.
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/opa/facts/FroshRatesAll.html>

NCAA Graduation Rate Report

- <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/careers/2008%20Federal%20Graduation%20Rates%20MSU.pdf>

5. Completed Table #1 Admissions Report
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/careers/Admissions-Report.pdf>
6. Completed Table #2, Student Affairs Staff Profile.
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/careers/staffprofile-studentaffairs.pdf>
7. Description of procedures for policy development including the involvement of students.
 - http://www.montana.edu/accreditation/accredLinks/st3/www2.montana.edu/policy/operating_policy/
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.mus.edu/borpol/bor500/5061.htm>

- <http://www.montana.edu/accreditation/accredLinks/st3/mus.edu/borpol/bor900/94093.htm>
 - <http://www.montana.edu/accreditation/accredLinks/st3/mus.edu/borpol/bor900/94028.htm>
 - <http://www.montana.edu/accreditation/accredLinks/st3/mus.edu/borpol/bor900/94031.htm>
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.mus.edu/borpol/bor200/201-7.pdf> - student regent
3. Most recent financial aid reviews conducted by state and federal agencies.
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/careers/FinancialAid-Audit.pdf>
 4. NCAA Division I Schools are to include the most recent graduation rate report.
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/careers/2008%20Federal%20Graduation%20Rates%20MSU.pdf>
 5. A copy of the mission and goals of each unit.
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/careers/mission-and-goals.pdf>

Required Exhibits

1. Policies and procedures on student conduct, rights, and responsibilities; student grievance process; academic honesty; athletics; student fees; tuition refunds.
 - http://www.montana.edu/accreditation/accredLinks/st3/www2.montana.edu/policy/student_conduct/student_conductc-code_2007-2008.htm
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/wwwcat/expenses/exp2.html#Schedule>
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/wwwcat/expenses/exp6.html>
 - <http://www.montana.edu/accreditation/accredLinks/st3/msubobcats.com/images/academics/08SAHandbook.pdf>
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/summer/fees.shtml>
2. Statistics on student financial aid such as types and amounts available, number, gender of students assisted in each of the last three years, default rate on loans, etc.
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/careers/FinancialAid.pdf>
3. Evidence of goal attainment of each unit
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/careers/key-perform-indicators-studentaffairs.pdf>
7. Evidence of the impact of student services on students.

In addition to other exhibits included in this self study, the following link provides key performance indicators of student services on campus.

 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/careers/key-perform-indicators-studentaffairs.pdf>
8. Intuitional publications required by the Campus Security Act, Drug Free Schools and Colleges Act, the Drug Free Workplace Act, and the Student Right-to-Know Act.
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/legalcounsel/essential.html>
 - http://www.montana.edu/accreditation/accredLinks/st3/www2.montana.edu/policy/security_report/crime_report.html

- <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/wwwmsupd/current.shtml>
 - <http://www.montana.edu/accreditation/accredLinks/st3/www2.montana.edu/policy/personnel/per1200.html>
 - http://www.montana.edu/accreditation/accredLinks/st3/www2.montana.edu/policy/family_ed_privacy_act/
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/wwwds/>
 - http://www.montana.edu/accreditation/accredLinks/st3/www2.montana.edu/policy/security_report/alcohol_drug_policies.html
2. Strategic plan for student services.
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/vision/>
 3. Constitution for student government
 - <http://www.montana.edu/accreditation/accredLinks/st3/AsmsuBy-Laws.pdf>
 - <http://www.montana.edu/accreditation/accredLinks/st3/ConstitutionAsmsu.pdf>
 4. Sample copies of student publications
 - http://www.montana.edu/accreditation/accredLinks/st3/www.exponent.montana.edu/past_issues
 5. Brief resumes of the professional staff in student services.
 - <http://www.montana.edu/accreditation/accredLinks/st3/www.montana.edu/careers/Resumes.pdf>

Suggested Materials

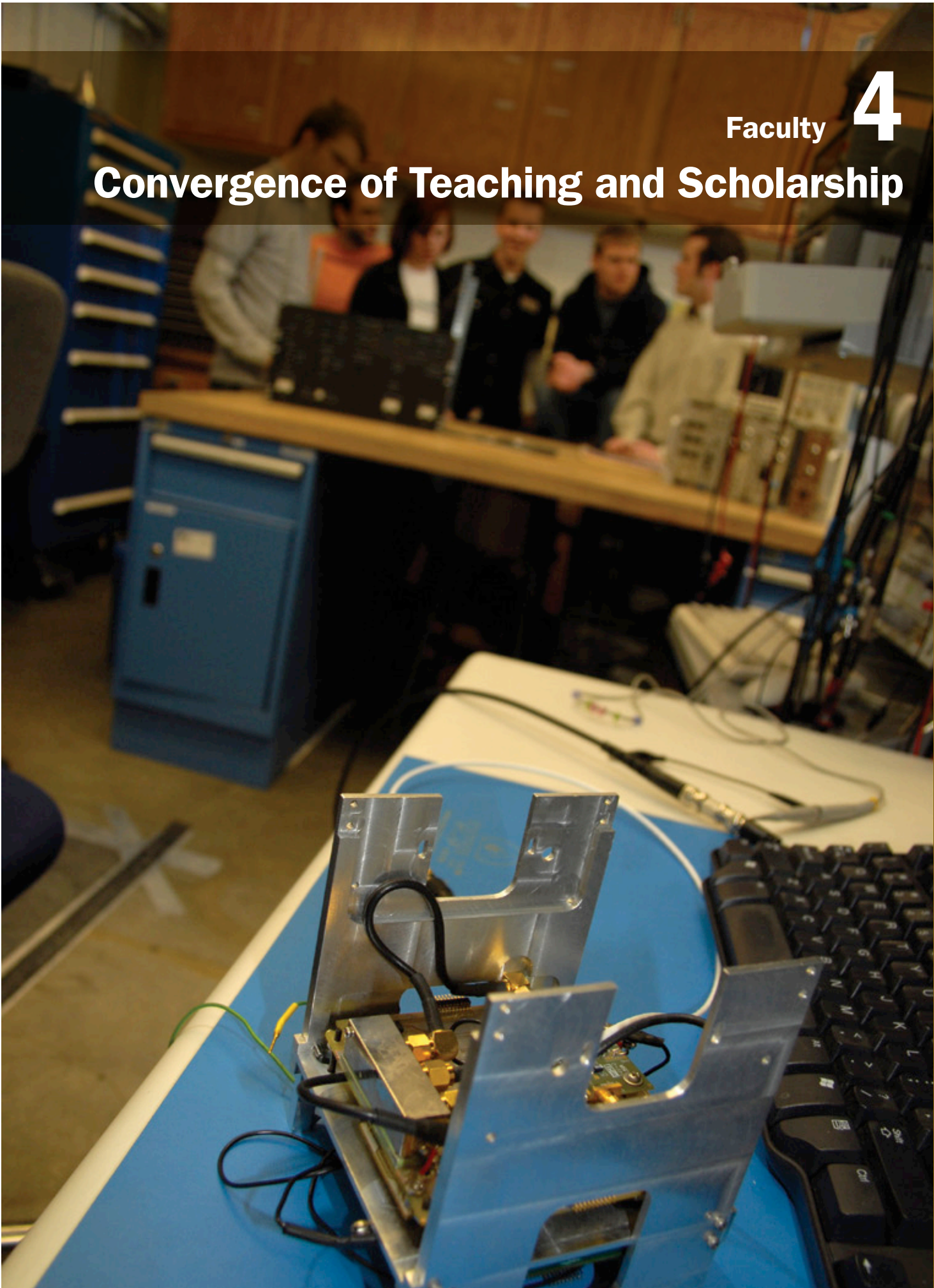
1. List of recognized student organizations
 - <http://www.montana.edu/accreditation/accredLinks/st3www.montana.edu/wwwstuac/clubs.php>

Endnotes for Standard 3

- ¹ Admissions, Housing, Food Service, CatCard, Registrar, Athletics, Career and Internship Services, TRiO, Sports Facilities, Financial Aid, Voice Center, Health Services, etc.
- ² <http://www.montana.edu/vision/>
- ³ <http://www2.montana.edu/policy/>
- ⁴ Students are required to have two MMR's - measles, mumps, rubella - immunizations and tuberculosis screening.
- ⁵ <http://www.montana.edu/careers/NSSE.pdf>
- ⁶ http://www2.montana.edu/policy/student_conduct/student_conductc-code.htm
- ⁷ <http://www.montana.edu/wwwds/studentrights.html>
- ⁸ <http://www.montana.edu/fgh/information/policy-contract.php#Instructions%20and%20Information>
- ⁹ <http://www.montana.edu/wwwocl/Reslife/>
- ¹⁰ <http://www.montana.edu/resnet/aup.php>
- ¹¹ <http://www.montana.edu/wwwmsupd/current.shtml>
- ¹² <http://www.montana.edu/msualert/>
- ¹³ <http://securityoncampus.org/>
- ¹⁴ http://www2.montana.edu/policy/emergency_manual/
- ¹⁵ <http://www.montana.edu/pfa/alcohol.edu.html>
- ¹⁶ <http://www.montana.edu/health/healthpromo/>
- ¹⁷ <http://www.bozeman.net/bozeman/government/commission/citizen%20advisory%20boards/COMMUNITY%20ALCOHOL/ALCOHOL.pdf>
- ¹⁸ http://www2.montana.edu/policy/student_conduct/student_conductc-code_2007-2008.htm

- 19 http://www2.montana.edu/policy/student_conduct/student_conductc-code_2007-2008.htm
- 20 <http://www4.law.cornell.edu/uscode/20/1092.html>
- 21 http://www2.montana.edu/policy/firearms_policy/university_weapons_policy_04_15_08.htm
- 22 <http://www.montana.edu/wwwcat/>
- 23 https://atlas.montana.edu:9000/pls/bzagent/bzskcrse.PW_SelSchClass
- 24 <http://www.montana.edu/wwwds/>
- 25 <http://www.montana.edu/careers/HealthService-QI-Activities.pdf>
- 26 http://www.aaahc.org/eweb/dynamicpage.aspx?site=aaahc_site&cwebcode=accred_program
- 27 <http://www.montana.edu/opa/retention/index.html>
- 28 <http://www.montana.edu/careers/CareerDestinations20072008%207.14.09.pdf>
- 29 MSU's administrative software program
- 30 <http://www.montana.edu/wwwcat/academic/acad6.html>
- 31 <http://www.montana.edu/wwwcat/academic/acad6.html>
- 32 https://atlas.montana.edu:9000/pls/bzagent/twbkwbis.P_GenMenu?name=homepage
- 33 <http://www.mus.edu/transfer/index2.asp>
- 34 https://atlas.montana.edu:9000/pls/bzagent/hwzkxfer.p_selstate
- 35 <http://www.montana.edu/admissions/apply.shtml>
- 36 <http://www.montana.edu/wwwns/orientation/placement.shtml>
- 37 <http://www.montana.edu/wwwus/documents/2008EnglishPlacementFlowchartMSU.pdf>
- 38 <http://www.montana.edu/wwwcat/academic/acad8.html>
- 39 <http://www.montana.edu/wwwcat/academic/acad8.html#Guidelines>
- 40 <http://www.montana.edu/wwwfa/>
- 41 <http://www.montana.edu/admissions/orientation/>
- 42 <http://www.montana.edu/wwwcat/academic/acad2.html>
- 43 <http://www.montana.edu/careers/students/counseling.html>
- 44 <http://www.montana.edu/careers/students/students.htm>
- 45 www.volunteermt.org
- 46 <http://www.montana.edu/asmsu/>
- 47 <http://www.montana.edu/wwwstuac/handbook.pdf>
- 48 <http://www.montana.edu/wwwstuac/handbook.pdf>
- 49 http://www.montana.edu/wwwstuac/advisor_book.pdf
- 50 www.msbookstore.org
- 51 http://www.exponent.montana.edu/past_issues
- 52 <http://www.montana.edu/careers/organizational-chart-athletics.pdf>
- 53 http://www.msubobcats.com/images/pdf/2008_annual_report_WEB.pdf
- 54 <http://www.montana.edu/cpa/pdfs/msureport1.pdf>
- 55 <http://www.montana.edu/careers/organizational-chart-athletics.pdf>
- 56 http://www.msubobcats.com/images/pdf/2008_annual_report_WEB.pdf
- 57 http://www.montana.edu/accreditation/accredLinks/st3/www.msubobcats.com/2007_APR.pdf
- 58 <http://www.montana.edu/accreditation/accredLinks/st3/www.msubobcats.com/08gradrates.pdf>
- 59 <http://www.montana.edu/cpa/news/docs/oneteam/one-team-report.pdf>
- 60 budget available upon request
- 61 <http://www.montana.edu/opa/eada/>
- 62 <http://www.montana.edu/careers/Gender-Equity-Plan-Athletics.pdf>
- 63 <http://www.msubobcats.com/images/academics/08SAHandbook.pdf>
- 64 <http://www.montana.edu/careers/>

Convergence of Teaching and Scholarship



4 Faculty Convergence of Teaching and Scholarship



PHOTO BY KELLY GORHAM

Introduction

The most essential resource of Montana State University (MSU) is its faculty. There are approximately 700 resident full-time faculty members, of whom about three-quarters hold terminal degrees in their fields, and nearly two-thirds hold doctorates. MSU has about 270 part-time faculty members. Because of the nature of land-grant institutions, many faculty hold joint appointments with affiliated research agencies on campus. In general terms, the faculty's role at MSU is defined by its engagement in the three interrelated activities of teaching, research and creative activity, and service. They teach graduate and undergraduate classes, advise students, and create and deliver curriculum; they conduct and publish

research and creative works, often with national grants; and they participate in service to their disciplines, the university, and the public. They also participate in shared governance, serving as members of numerous campus committees and councils, and they advise student organizations and committees. The student to faculty ratio is approximately 16:1.

For each of the items in this standard, information and data are provided about existing processes, policies, and practices, followed in many cases by a characterization of current faculty views. While faculty opinions about policies and procedures may not always be in line with the intent or even current actual practice of these processes and procedures, these opinions are still useful indicators of the institutional experience of faculty, and they contribute to a broad-based review of the

elements required by the standard and are crucial components of an honest self-study. For insight into faculty opinion, three studies were undertaken on issues related to this standard. First, the university surveyed a large sample of the faculty,¹ with a 52 percent response rate. Second, a focus group interview was conducted with members of the Faculty Senate (where a face-to-face interview was held over two 50-minute meetings of the Faculty Senate).² Third, a survey was conducted with a selection, or focus group, of 14 department heads representing all colleges across campus, of which 12 took an active participatory role. This was done using the Delphi technique, conducted by two rounds of e-mail.³ All three survey responses substantially shaped and informed this report. The Faculty [Handbook](#)⁴ will serve as a central reference for faculty policies. For organizational purposes, generally, information presented for each element of this standard will take the following three-part form: **1) Background**, including changes over the last ten years, **2) Current Policies**, and **3) Faculty Views and Perceptions**.

Growth and Change

In the last decade, a number of institutional changes have occurred, and are ongoing, that have impacted the faculty at MSU. The following is a list of some of those changes. Details on these will be found in the discussion of each item set out in this standard.

1. MSU reached a new Carnegie classification, as a “Research University with Very High Research Activity,” the so-called “Carnegie Top 95.”
2. An affirmative faculty vote was held in April, 2009, to establish two collective bargaining units represented by MEA/MFT, one for tenure-track faculty, and one for adjuncts. Initial organization of these bargaining units is currently ongoing.
3. There has been a significant increase in grants-and-contracts activity and research productivity.
4. There has been a significant increase in the institutions of shared governance and of faculty participation in those institutions.
5. A central budget committee, the University Planning, Budgeting, and Analysis Committee (UPBAC), with faculty leadership as voting representatives, was created.
6. A Post Tenure Review Policy was adopted.
7. A new Family Leave Policy was adopted.
8. New faculty development programs have been created, including the Buy-out for Enhancing Scholarship and Teaching (BEST) program and the Short Term Faculty Leave Program.

In addition to these major changes, there are a number of other ongoing institutional “conversations” that have been occurring, and will continue to occur in the new collective bargaining arena, the outcomes of which will significantly affect faculty. These include the following:

1. After several years of assessment and review, the implementation of changes in Promotion and Tenure procedures;
2. Election of officers within the bargaining unit in fall 2009, which will affect the structure of shared governance on campus;
3. Discussions of ways to deal with MSU’s salaries and benefits, which consistently fall at the bottom of national averages for public research institutions;
4. Discussions of how to sustain threatened funding for faculty development programs, research, research-related travel, department operations budgets, and the university’s sabbatical program.

Standard 4.A – Faculty Selection, Evaluation, Roles, Welfare, and Development

4.A.1 The institution employs professionally qualified faculty with primary commitment to the institution and representatives of each field or program in which it offers major work.

Background and Current Policies

As shown in **Table 4.01**, 96 percent of tenure-track faculty at MSU are on full-time appointments, and of the full-time faculty, 85 percent possess doctoral degrees. In a number of fields, a master’s degree is considered the terminal degree; thus, the proportion of tenure-track faculty holding terminal degrees in their fields approaches 100 percent. Of 380 non-tenurable faculty members, 35 percent are full-time, and of these full-time faculty members, just over half hold advanced

degrees. The Delaware Study data *Delaware Study of Instructional Costs and Productivity, FY07* show that tenured and tenure-track faculty taught 198 student credit hours (SCH) per faculty FTE (113 percent of our peer institutions), and that the adjunct faculty taught 356 SCH (171 percent of peers). On average, tenured and tenure-track faculty taught 2.7 sections of organized coursework (123 percent of peers) while the adjunct faculty taught 4.7 (150 percent of peers). The higher credit loads than the averages shown in **Table 4.01** include independent study, thesis credits, and other non-structured credits. The high percentage of SCH production by the faculty demonstrates the significant investment that MSU puts into having core faculty in the classroom and working with students.

Element 4.A.1 specifies more than a global commitment from faculty as a whole; additionally, each field or program in which a major is offered is to have a sufficient cadre of qualified faculty devoted to that major. MSU

96 percent of tenure-track faculty at MSU are on full-time appointments, and of the full-time faculty, 85 percent possess doctoral degrees. In a number of fields, a master's degree is considered the terminal degree; thus, the proportion of tenure-track faculty holding terminal degrees in their fields approaches 100 percent.

TABLE 4.01: Institutional Faculty Profile

Rank or Class	Number		Full-Time Faculty										
			Terminal Degrees		Salary, 9 Months			Years at MSU			Fall 2007 Credit Hour Load		
	Full Time	Part Time	Doctoral	Masters	Min	Mean	Max	Min	Med	Max	Min	Med	Max ¹
Dept. Heads	49	0	37	4	\$48,203	\$75,624	\$117,974	1.33	16.15	38.2	1	3	46
Professor	152	14	135	15	\$51,236	\$79,387	\$158,332	1.25	18.4	39.1	0.5	6	70
Associate Professor	128	6	114	11	\$48,000	\$61,983	\$87,359	1.21	10.5	36.1	1	6	25
Assistant Professor	132	0	99	14	\$41,000	\$57,877	\$94,819	1.21	3.8	30.1	2	6	18
AES/ Extension	108	10	21		\$86,191	\$86,191	\$86,191	1.11	12.7	41.4	2	3	5
Adjunct Faculty	104	229	20	25	\$30,045	\$47,623	\$74,548	1.06	6.2	38.1	0	9	31
Research Faculty	31	16	27		\$24,720	\$58,559	\$98,270	1.21	8.37	31.4	0.5	2	9
Grad Teach Asst		276											
Grad Res Asst		281											
TOTAL	704	832	453	69									

¹High credit loads include independent study, thesis credits and other non-structured credits.

certainly meets this requirement. A complete list of majors is shown on the MSU [website](#).⁵ In each case, the degree offered has a home department, maintaining the essential structure of the degree, and a collection of faculty members, often from more than a single

department, who teach courses and advise students in the major.

Table 4.02 contains information as to the source and type of terminal degrees possessed by the faculty of MSU.

TABLE 4.02: Full-Time faculty from Fall 2007 employee snapshot file; total matches

Institution Granting Degree	Doctoral	Masters	Bachelors	Unknown	Total
Alfred University	0	1	0	0	1
Arizona State University	5	4	0	0	9
Auburn University	1	0	0	0	1
Baylor College of Medicine	1	0	0	0	1
Bemidji State University	0	1	0	0	1
Boston College	1	0	0	0	1
Boston University	0	1	0	0	1
Bowling Green State University	1	2	0	0	3
Brandeis University	1	0	0	0	1
Brigham Young University	0	1	0	0	1
Brown University	1	0	0	0	1
Calif College of the Arts	0	1	0	0	1
California Inst of Technology	1	0	0	0	1
California State Univ-Domingue	0	2	0	0	2
Case Western Reserve Univ	1	3	0	0	4
China Agricultural University	1	0	0	0	1
Clarkson College	0	1	0	0	1
Clemson University	0	1	0	0	1
Colorado School of Mines	1	0	0	0	1
Colorado State University	5	3	0	0	8
Columbia Univ Sc of Eng&AppSci	2	0	0	0	2
Columbia University	4	2	0	0	6
Cornell University	8	1	0	0	9
Dartmouth College	0	0	1	0	1
Duke University	2	0	0	0	2
East Carolina University	0	1	0	0	1
Federal Institute of Technology	1	0	0	0	1
Florida State University	1	0	0	0	1
Fort Lewis College	0	0	1	0	1
Friends University	0	1	0	0	1
George Washington University	1	0	0	0	1
Georgia Institute of Tech	3	0	0	0	3
Gonzaga University	0	1	0	0	1
Harvard University	4	1	0	0	5
Hunter College	0	1	0	0	1

Idaho State University	5	1	0	0	6
Indiana University	2	1	0	0	3
Inst for Prob of Mat Sci	1	0	0	0	1
Institute of Physics	1	0	0	0	1
Iowa State University	8	1	0	0	9
Leningrad State University	1	0	0	0	1
Long Island Univ-Southampton	0	1	0	0	1
Louisiana St Univ-Baton Rouge	1	0	0	0	1
Massachusetts Inst of Tech	5	0	0	0	5
McGill University	2	0	0	0	2
Michigan State University	2	0	0	0	2
Montana State Univ-Billings	0	1	0	0	1
Montana State Univ-Bozeman	25	57	33	0	115
Montana State University-Bozeman	1	0	0	0	1
Montana State Univ-Northern	0	1	1	0	2
Nanjing Agricultural University	1	0	0	0	1
Nanjing University	1	0	0	0	1
New Mexico State University	3	2	0	0	5
New York University	1	1	0	0	2
Nihon University	0	0	1	0	1
North Carolina St Univ-Raleigh	2	0	0	0	2
North Dakota State University	2	1	0	0	3
Northern Arizona University	1	0	0	0	1
Northern Illinois University	0	1	0	0	1
Northwestern University	1	1	0	0	2
Ohio State University	5	0	0	0	5
Ohio University	1	1	0	0	2
Oklahoma State University	3	1	0	0	4
Oregon Health & Science University	1	0	0	0	1
Oregon Health Sciences University	1	1	0	0	2
Oregon State University	12	0	1	0	13
Pennsylvania State University	4	0	0	0	4
Peterson, John E 5th Dist Penn	1	0	0	0	1
Polish Academy of Science	1	0	0	0	1
Princeton University	2	0	0	0	2
Purdue University	6	1	0	0	7
Queens College	0	1	0	0	1
Queens University	1	0	0	0	1
Rhode Island School of Design	0	1	0	0	1
Rice University	1	0	0	0	1
Rush University	2	0	0	0	2
Salish Kootenai College	0	0	1	0	1
San Francisco State University	0	1	0	0	1

San Jose State University	0	0	1	0	1
South Dakota State University	0	1	1	0	2
Southern Utah University	0	0	1	0	1
Southwestern College-Kansas	0	0	1	0	1
Stanford University	9	0	0	0	9
SUNY at Albany	2	0	1	0	3
SUNY at Buffalo	1	0	0	0	1
SUNY at Stony Brook	2	0	0	0	2
SUNY Coll of Env Sci/Forestry	1	0	0	0	1
Syracuse University	2	0	0	0	2
Teachers Coll-Columbia University	0	1	0	0	1
Temple University	1	0	0	0	1
Texas A&M Univ-College Station	4	0	0	0	4
Texas A&M Univ-Corpus Christi	0	1	0	0	1
Texas Tech University	1	0	0	0	1
Tulane University	1	0	0	0	1
U of California-San Francisco	0	2	0	0	2
U of California-Santa Barbara	3	0	0	0	3
U of Illinois at Urbana-Chmpgn	7	1	0	0	8
U of Massachusetts-Amherst	3	0	0	0	3
U of N Carolina - Chapel Hill	1	0	0	0	1
U of N Carolina - Charlotte	1	0	0	0	1
Univ of Arkansas-Little Rock	1	0	0	0	1
Univ of California-Berkeley	12	0	0	0	12
Univ of California-Davis	8	0	0	0	8
Univ of California-Irvine	1	0	0	0	1
Univ of California-Los Angeles	4	1	0	0	5
Univ of California-San Diego	6	0	0	0	6
Univ of California-Santa Cruz	1	0	0	0	1
Univ of Colorado/Pre-Collegiat	0	1	0	0	1
Univ of Maine-Presque Isle	1	0	0	0	1
Univ of Michigan-Ann Arbor	6	1	0	0	7
Univ of Minnesota - Waseca	0	1	0	0	1
Univ of Mississippi MedCtr	1	0	0	0	1
Univ of Missouri-Columbia	2	1	0	0	3
Univ of Missouri-Rolla	1	0	0	0	1
Univ of MN - Minneapolis	11	0	0	0	11
Univ of Northern Colorado	1	0	0	0	1
Univ of Texas-Austin	7	6	0	0	13
Univ of Texas-San Antonio	1	0	0	0	1
Univ of Wisconsin-Madison	15	3	0	0	18
Univ of Wisconsin-Milwaukee	0	1	0	0	1
University of Akron	1	0	0	0	1
University of Alberta	2	0	0	0	2

University of Arizona	6	3	0	0	9
University of Bern	1	0	0	0	1
University of British Columbia	2	0	0	0	2
University of Chicago	5	0	0	0	5
University of Cincinnati	0	1	0	0	1
University of Colorado	1	0	0	0	1
University of Colorado-Boulder	6	1	0	0	7
University of Colorado-Denver	1	4	0	0	5
University of Delaware	3	0	0	0	3
University of Denver	1	0	0	0	1
University of Florida	0	1	0	0	1
University of Georgia	3	0	0	0	3
University of Great Falls	0	2	0	0	2
University of Hawaii - Manoa	1	0	0	0	1
University of Houston	1	0	0	0	1
University of Idaho	4	2	0	0	6
University of Iowa	3	3	0	0	6
University of Kansas	2	2	0	0	4
University of Kent	1	0	0	0	1
University of Kentucky	1	0	0	0	1
University of Maine	0	1	0	0	1
University of Maryland	5	1	0	0	6
University of Michigan-Flint	1	0	0	0	1
University of Minnesota	1	0	0	0	1
University of Mississippi	0	1	0	0	1
University of Montana	5	4	2	0	11
University of Montana-Western	0	0	1	0	1
University of Nebraska-Lincoln	9	2	0	0	11
University of Nevada-Las Vegas	1	0	0	0	1
University of Nevada-Reno	3	3	1	0	7
University of New Hampshire	1	0	0	0	1
University of New Mexico	4	2	1	0	7
University of New South Wales	1	0	0	0	1
University of North Dakota	0	1	0	0	1
University of North Texas	0	2	0	0	2
University of Notre Dame	0	1	0	0	1
University of Oklahoma	1	0	0	0	1
University of Oregon	5	1	1	0	7
University of Oslo, Norway	1	0	0	0	1
University of Ottawa	1	0	0	0	1
University of Pennsylvania	3	2	0	0	5
University of Reading	1	0	0	0	1
University of Rochester	2	0	0	0	2
University of Saskatchewan	1	0	0	0	1

University of South Dakota	1	0	0	0	1
University of South Florida	1	1	0	0	2
University of Tennessee	6	0	0	0	6
University of Tokyo	1	0	0	0	1
University of Toronto	1	0	0	0	1
University of Utah	5	2	0	0	7
University of Utrecht	1	0	0	0	1
University of Vienna	1	0	0	0	1
University of Virginia	1	0	0	0	1
University of Wales, Bangor Bangor, Gwynedd	1	0	0	0	1
University of Washington	17	3	0	0	20
University of Weinburg-Germany	1	0	0	0	1
University of Western Ontario	0	1	0	0	1
University of Wyoming	9	3	0	0	12
University Sidi Mohamed Ben Abdellah	1	0	0	0	1
Unknown College	4	1	1	12	18
Unknown Foreign College	3	0	0	0	3
Utah State University	4	1	1	0	6
Valparaiso University	0	0	1	0	1
Vanderbilt University	2	0	0	0	2
Villanova University	1	0	0	0	1
Virginia Polytechnic Institute	6	1	1	0	8
Walden University	1	0	0	0	1
Washington State University	11	2	0	0	13
Washington University	3	1	0	0	4
Wayne State University	2	0	0	0	2
Webster University	0	1	0	0	1
West Virginia University	2	0	0	0	2
Western Kentucky University	0	1	0	0	1
Western Michigan University	1	0	0	0	1
Western Washington University	1	0	0	0	1
Yale University	3	0	1	0	4
	453	184	55	12	704

4.A.2 Faculty participate in academic planning, curriculum development and review, academic advising, and institutional governance.

Background

At the time of the last review in 1999, MSU was in the process of making its governance structure more inclusive. Since that

time, shared governance has taken on greater significance and played a stronger role on the MSU campus. As of 1998, the Strategic Planning and Budgeting Committee (SPBC) was a new approach, possibly seen as a reaction to general pressure to be more global and inclusive in the campus planning process. Hailed as a “single committee...with representation from all major campus constituent groups,”

the SPBC was intended to provide “planning and budgeting recommendations to the President relative to funding priorities that fit the academic mission and institutional goals of MSU.” This committee has since been transformed in at least two directions.

Current Policies

In an effort to provide greater transparency of the university’s budget to the Montana University System Board of Regents (BOR), the legislature, the Governor’s office, and the campus and community in general, the UPBAC was formed in 2001. This committee was specifically designated by the President to be “directly responsible for guiding all aspects of this new process, and developing the University’s general operating budget each year.” The committee is chaired by the Provost, and all deans and Vice Presidents are members. Additionally, the current and past chairs of the Faculty Senate as well as representatives from the Associated Students of MSU (ASMSU), the Classified Employees Policy Advisory Committee (CEPAC) and Professional Council, and the Bozeman community are voting members. The Faculty Senate’s chair-elect is a non-voting member of the committee. In addition to UPBAC, the Strategic Planning and Budgeting committee has been transformed into the Strategic Planning Committee (SPC), which includes a minimum of three faculty members on a 16-member committee. The SPC has been charged specifically with long-term vision and planning and with directly advising UPBAC. As with the original SPBC, members of the UPBAC and SPC continued to develop strategic priorities, and in 2003 they launched a Five-year Vision Document. This document specifically, and often quantitatively, sets out goals in terms of where the university will be in five years; its topics range from student demographics and enrollment to total research dollars and activities of the MSU Foundation. Members of the SPC review and revise the Five-year Vision Document annually.

The direct involvement of faculty in shared governance has also grown. While Fac-

ulty Senate (formerly Faculty Council until a name change in 2007) has a long history at MSU, its institutional role and its access to upper administration have increased since 2000 under a new university President. A chief element of change was the inclusion of three faculty members—two as voting members—on the important university budgeting committee, UPBAC. Also important has been the institution of hour-long weekly “Leadership Meetings” of the Faculty Senate chair and chair-elect with the Provost, Senior Vice Provost, and President in the President’s office. These meetings, conducted by the chair of Faculty Senate, who sets the agenda, are characterized by an atmosphere of highly frank and open communication. No subjects are taboo. This structure has been instrumental in developing a sense of shared involvement in the direction, governance, and future of the university.

Academic planning, curriculum development and review, academic advising, and institutional governance comprise the major portion of service activities of faculty devoted to the institution. MSU has a variety of structures and committees devoted to ensuring faculty input in these important areas. MSU committees that include at least one faculty member are listed in **Table 4.02**.

A) ACADEMIC PLANNING, CURRICULUM DEVELOPMENT AND REVIEW

Background and Current Policies

The main mechanisms for faculty involvement in academic planning at the campus level are through the following standing committees:

- Undergraduate Studies Committee
- University Graduate Council
- Academic Affairs Committee of Faculty Senate
- Core 2.0 Committee and its subcommittees
- International Programs Committee
- Academic Advising Council
- Assessment and Outcomes Committee

Every department on campus has a curriculum committee that develops, reviews, critiques, and offers suggestions for improvement to any new course or program of study within that department. It is at this level that the most vigorous debate takes place. The result may not always be unanimous approval, but it does generally produce an outcome that has come from a rich discussion by all interested parties.

The Undergraduate Studies Committee is probably the oldest and most established of these committees and has as its role the review of proposed additions or deletions to majors and minors and substantial curriculum changes at the undergraduate level. This committee, which involves faculty from all colleges, reports to Faculty Senate. The University Graduate Council, while having gone through some governance changes in the last two years, has a similar role at the graduate level, except that it advises the Vice Provost for Graduate Education rather than Faculty Senate.

The Academic Affairs Committee of Faculty Senate was established in 2004 to provide a direct link between Faculty Senate (at that time called Faculty Council) and any change in academic affairs that was to be presented to the BOR for approval. The rationale behind the creation of this committee was to fill a gap between activities of the Undergraduate Studies Committee and Graduate Council, particularly with regard to evaluating campus-wide impacts. The Academic Affairs

Committee reviews any new majors, minors, and research centers and programs on behalf of Faculty Senate and, on action of that committee, passes them on to the Provost for action or takes them to the floor of the Senate for further debate before forwarding them to the Provost with a recommendation and analysis.

Core 2.0 is the latest development of a core curriculum for all students. This model is unique in the Pacific Northwest in that, besides the more traditional requirements of a bachelor's degree, it mandates a research or creative experience for every student graduating from MSU. The development of this core curriculum took several years, and while developed by a small group of faculty from several disciplines, there were several opportunities for input from faculty all across campus before the final version was established. Continued work on the Core 2.0 Committee and its five subcommittees ensures continued faculty participation in the maintenance and improvement of quality in MSU's core educational experience.



PHOTO BY KELLY GORHAM

The International Programs Committee has as its charge "...to develop international programs, international university partnerships, international content in the curriculum and opportunities for faculty to enhance their international expertise. The committee also provides advocacy to enhance movement toward the internationalization of MSU." MSU's Five-year Vision Document and its previous incarnations have emphasized increasing an international presence by virtue of increasing diversity of experience on campus. The success of several novel international programs is due, in part, to the assistance of this committee.

Faced with a student retention rate that showed little improvement over the past five years, the Academic Advising Council was developed to implement policies, procedures, educational materials, and other tools to significantly raise the quality of academic advising on campus. While this committee makes use of the expertise of assistant deans rather than that of faculty, it has met actively with colleges and departments across campus in the past year, meetings that have provided the committee with much feedback as to where major gaps in knowledge and experience lie.

Finally, the Assessment and Outcomes Committee was convened to develop a means for measuring and demonstrating student outcomes for the accreditation process.

Faculty Views and Perceptions

In the Faculty Survey of fall 2008, faculty overall "agreed" that they are involved in academic program assessment, curriculum development, and policy-making. However, more than a fifth disagreed that faculty have ample input into academic policy-making and nearly half neither agreed nor disagreed that program assessment is effective. Adjunct faculty agreed more than tenure-track faculty that faculty have adequate input into academic policy-making.

The department heads' focus group unanimously considered faculty involvement in curriculum development and academic

planning at the department level to be very significant, of high value, and appropriate. About half of this same group commented that faculty involvement at the campus-wide level could be better, with two commenting that only those with a vested interest in particular areas were involved at that level, and that more faculty involvement in campus-wide planning and curriculum assessment was needed. In Faculty Senate focus group, the consensus was also that academic planning and curriculum development was done very well, and that although there could be more diverse discussion at the top level, it all seemed to work well.

It would be very shortsighted to consider only the campus-wide activities in examination of academic planning and curriculum development. The content and means of delivery of a curriculum belong specifically to the purview of the faculty, in particular those faculty members who have expertise and a vested interest in the field. As a result, every department on campus has a curriculum committee that develops, reviews, critiques, and offers suggestions for improvement to any new course or program of study within that department. It is at this level that the most vigorous debate takes place. The result may not always be unanimous approval, but it does generally produce an outcome that has come from a rich discussion by all interested parties. It is, therefore, not surprising that the committees that review these proposals rarely have found cause to question the depth of consideration of proposals brought forth.

B) ACADEMIC ADVISING

Background and Current Policies

There is diversity of method in academic advising across the MSU campus. Students in the College of Engineering, for instance, meet with an advisor every semester, while anecdotal data would suggest that some departments on campus rarely have their faculty meet with undergraduate advisees, choosing instead to use a centralized method with a designated

The salaries of faculty at MSU are below that of their peers at similar institutions for all ranks and classes.

local expert. Regardless of the method utilized, all students on campus are required to meet with an academic advisor prior to registration each semester. Some departments maintain an academic advising center that provides guidance on course selection and the bureaucratic aspects of the registration process, while having faculty members get more involved with discussions of career options and developing focus in students' programs. Over the past three years, there have been several attempts to establish a campus-wide academic advising center, but the expense has been a deterrent in light of other budget priorities, and UPBAC was unable to provide the desired level of support. The Academic Advising Council has responded enthusiastically to the call for better preparation and support of advisors by putting on seminars and clinics for advisors in several colleges and by preparing easy-to-use reference handouts and contacts for advisors from all departments on subjects as varied as financial aid contacts, assistance with credit management, and access to recreational activities.

Faculty Views and Perceptions

A question on the faculty opinion survey was included to determine faculty members' views on the participation and effectiveness of advising. Over half the faculty engage in academic advising on a regular basis, while another quarter does so occasionally. Of the 52 faculty who provided written comments on the advising and academic policy-making section of the Faculty Survey, 13 commented that advising was undervalued, and eight wrote comments that academic advising was "uneven." Adequate time for advising appears to be an issue for only 17 percent of the faculty, with the majority feeling they had enough time to work with their assigned advisees. Adjunct faculty and research faculty differed from tenure-track faculty on understanding degree requirements sufficiently for advising, with the average tenure-track faculty member agreeing and the average adjunct and research faculty member less likely to agree. Pre-tenured faculty were slightly less confident

in understanding degree requirements than were tenured faculty, perhaps reflecting less time with the requirements. More than half the faculty were neutral on whether rewards for advising were consistent with expectations, and more than a quarter were distinctly negative on this topic.

In the Faculty Senate focus group, some members felt that just helping droves of undergraduates register for classes was not a good use of faculty time; others in the group felt that contact between faculty and advisees in a one-on-one setting over the course of the student's career was one of the most important activities in which faculty engage. The department heads' focus group either did not comment on academic advising or commented that their faculty was highly engaged and that advising was very effective.

C) INSTITUTIONAL (SHARED) GOVERNANCE

Background and Current Policies

A short review of the list of committees provided [online](#)⁶ attests to the substantial level of involvement of faculty in the operations of the university. In fact, there are really three key committees and established meetings that have made significant progress toward developing a true form of shared governance at MSU. The most formal of these is the UPBAC. Composed of the Vice Presidents and deans, UPBAC also has seats with full voting status for the chair and past chair of Faculty Senate, and a non-voting seat for the chair-elect. A more thorough review of the role and activities of UPBAC can be found in **Standard 1**, but suffice it to say this is one of the most influential committees on campus, by virtue of its task of developing and implementing a budget every year, as well as working with the SPC⁷ to develop new initiatives in keeping with the plan detailed in the Five-year Vision Document.

The second mechanism for shared governance is the Faculty Senate itself. The Provost and Senior Vice Provost attend nearly every

Faculty Senate meeting, so that issues are kept in front of the faculty on a very timely basis and vice versa. The process of having Faculty Senate pass resolutions has been used to provide a formal means of feedback to the administration, but it is usually not necessary to go to that length; the discussions in Faculty Senate meetings usually suffice to define and clarify positions on issues for all parties.

The last mechanism for shared governance is the least formal yet its power and utility cannot be overestimated. On a weekly basis during the academic year, and somewhat less frequently in the summer, the President, Provost, and Senior Vice Provost meet with the chair and chair-elect of Faculty Senate. These meetings have an agenda set by the Faculty leadership with additions from the administration; there are no forbidden subjects and what is said in the meeting stays among the parties involved. In this manner, subjects can be vetted and discussed in a frank and open manner that would be impossible in a setting such as a Faculty Senate meeting. Strategies for dealing with the topics before the BOR, compensation, new policies, and even rumors are part of the weekly discussions.

Faculty Views and Perceptions

Despite these mechanisms, the Faculty Survey returned a view of dissatisfaction with institutional governance. As a group, there is more neutrality—even slight negativity—on the statements about governance, planning, and budgeting, than on any other block of questions. Majorities are neutral on the statements about the Five-year Vision Document, the integration of planning and budgeting, and the transparency of the budgeting process. Pluralities are neutral on Faculty Senate's effectiveness and faculty representation in planning and budgeting. More faculty disagreed than agreed with every statement except Faculty Senate's representativeness, where 38 percent believed the Senate represents the faculty's interests. The second highest (most disagreeing) average in the survey is on the statement about faculty input into budget decisions.

While, on average, adjuncts and tenure-track faculty were both slightly negative on whether faculty have input into the budgeting process, tenure-track faculty were more negative than were adjuncts. Neither tenured nor pre-tenured faculty agreed on average that faculty have a say in planning and goal setting, but tenured faculty were closer to neutral than pre-tenured faculty. Longevity at MSU did not affect responses to these items on governance.

Women on average were neutral on the faculty's input into long-range planning and goal-setting, while men disagreed with the statement on average. Women agreed slightly on average that decision making is guided by the Five-year Vision Document, while men disagreed by about the same amount. Both groups disagreed that faculty have input into budgeting, that faculty participation in governance is effective, and that the planning and budgeting processes are integrated. Men disagreed more strongly on all three.

The Faculty Senate focus group, as the primary collective voice of the faculty, provided a somewhat more positive view of faculty participation in governance of the institution. Opinions range from those who regard Faculty Senate as an effective voice for faculty to those who regard the role of the Senate as little more than a mechanism for communicating decisions already made by the administration. At the time of the focus group meetings, a controversial decision on reallocation of facilities and administrative (F&A) funds had just been made, resulting in significant losses of revenue to departments, and it is clear that dissatisfaction with this decision significantly colored the viewpoint of the members.

The department heads' focus group raised the governance issue in only about half the comments, and those comments varied from slightly positive (regarding faculty participation as a component of administration decision-making) to comments similar to those described above in the Senate.

A final group of individuals to consider are the chairs and vice-chairs of Faculty

Senate. Those individuals who served following the hiring of President Gamble universally saw the change in governance to move significantly to a more open model than existed previously. Those in leadership positions felt that they were included in the process, if not the decisions themselves, of most major activities on campus.

4.A.3 Faculty workloads reflect the mission and goals of the institution and the talents and competencies of faculty, allowing sufficient time and support for professional growth and renewal.

Background

As employees of a Carnegie “Research University with Very High Research Activity” (formerly called a Carnegie Research I Institution), MSU faculty have responsibilities for maintaining high levels of teaching, research, and service, the particular responsibilities for which vary across campus and within departments. While MSU does not specifically track hours worked, national data reveal that faculty at public research universities typically work 55.6 hours/week—with 43.5 percent of their time devoted to teaching, 33.5 percent to research, and 23 percent to [service](#).⁸ State of Montana data reveal similar numbers, showing that faculty work, on average, between 52-58 hours per week.⁹ That they excel in the performance of each of these duties is indicated by comparisons to peer institutions. For example, 2007 Delaware data [*same footnote as page 2*] show that SCH taught by MSU’s tenure-track faculty per FTE is at 113 percent of peer institutions.

At the end of the previous accreditation cycle, faculty workloads, especially with regards to teaching loads, were being governed by a controversial four-year plan called the Production, Quality, and Outcomes Agreement (PQO) initiated by the Office of the Commissioner of Higher Education (OCHE), implemented in 1994, and designed to link overdue salary increases to increases in teaching loads and other measurable produc-

tivity outcomes, using a metric of class credits/instructional full time equivalent (CC/IFTE). After three years of raises, that agreement was eventually abandoned in PQO’s final year. A task force was subsequently appointed to establish a new MSU workload policy. After exploring and rejecting a variety of mathematical models, the current policy was derived and is available [online](#).¹⁰

Current Policies

The current policy has two goals:

1. Ensuring that the teaching, research/creative activity, and service responsibilities of both the faculty and MSU are met with commitment and excellence as they reflect the comprehensive land-grant mission of MSU;
2. Providing opportunity for growth and professional success for all tenure-track faculty. This policy is stated in Section 480 of the Faculty Handbook, and is restated in similar format in an Office of the Provost policy, entitled Faculty Expectations and Institutional [Accountability](#).¹¹ It addresses the flexibility and diversity across disciplines and individual assignments.

Individual assignments are specified in a faculty member’s letter of hire, with, for example, 40 percent teaching, 40 percent research, and 20 percent service representing a typical distribution for faculty in the College of Letters and Science. While these percentages vary across disciplines and individuals, overall workloads are high, as would be expected in a research university. In terms solely of teaching loads, the typical assignment falls under the American Association of University Professors’(AAUP) Faculty Workload [Statement](#),¹² revised in 2000, which defines the “maximum teaching loads for effective instruction at the undergraduate ... level as a teaching load of twelve hours per week, with no more than six separate course preparations during the academic year, and for instruction partly or entirely at the graduate level, a teaching load of nine hours per week, based on

an academic year of not more than 30 weeks of classes.” As a snapshot comparison, for tenure-track faculty at MSU without administrative assignments, the average credit load for fall semester 2007 was 7.14. In another data comparison, as mentioned above, MSU instructors teach 113 percent of their peers in similar disciplines. Clearly, many factors affect these loads, including course format (lecture, discussion, seminar, etc.), course size, new course development, and the availability of teaching assistants.

Faculty Views and Perceptions

A number of questions on the Faculty Survey dealt with workload, including a set of questions focusing on workload in general, and then individual questions on teaching, research, and service, and whether faculty have enough time for these activities. Generally, tenure-track faculty’s opinions match the data above, in that they feel they are over-worked. In fact, as the survey analysis says, “the third highest (most disagreeing) average in the survey” was in response to whether “there are enough faculty in my department to meet its obligations, consistent with the university’s mission and goals.” As to whether faculty have enough time for teaching, 54 percent of all faculty gave favorable responses; with regard to research, only 47 percent gave favorable responses. Similarly, only 36 percent reported favorably in response to whether workloads allow for time and support for professional growth and renewal, with 43 percent responding negatively. On the other hand, faculty generally agreed that faculty assignments themselves reflect the mission and goals of the institution (69 percent favorable), and the talents and competencies of the faculty (70 percent favorable).

The Faculty Senate focus group had similar comments, suggesting that expectations, especially for junior faculty, were overwhelming. There was some complaint about the perceived variability of workloads across campus, including variable standard teaching loads, across different departments.

The department heads’ focus group reflected some diversity of opinion. Some felt that workloads were too high. Others thought they were comparable to similar institutions. Many commented on the benefits from available professional development opportunities (e.g., grants, sabbaticals, release time), though also expressed the wish that sabbaticals were more “automatic” and that more funding for sabbaticals was available. See **Standard 4.B.5** for more details on sabbaticals and other faculty development opportunities.

4.A.4 Faculty salaries and benefits are adequate to attract and retain a competent faculty and are consistent with the mission and goals of the institution. Policies on salaries and benefits are clearly stated, widely available, and equitably administered.

Background and Current Policies

The salaries of faculty members at MSU are below those of their peers at similar institutions for all ranks and [classes](#).^{13, 14} Using the OSU data, MSU faculty salaries are between 10 percent and 30 percent lower than those of their peers at the same general description, rank, and class. Unfortunately, the cost of living in the Gallatin Valley does not follow the same trend; prior to the economic downturn of fall 2008, home prices in the area were above the national median. Most of the growth in housing prices in the area has occurred within the last 15 years, so that newer hires would experience the brunt of the effect of higher costs of living. With a median home price of \$340,000 in [Bozeman](#),¹⁵ it is unlikely that an assistant professor in, for example, Art, Anthropology, or Modern Languages would qualify for a mortgage in even the 25th percentile home in the area. This has, indeed, made recruitment of new faculty and retention of faculty a challenge for MSU.

Faculty Views and Perceptions

It was the sense of the Faculty Senate focus group, of the department heads’ focus group,

and of the faculty as a whole that despite losing qualified applicants at the interview stage, despite significant disparities (sometimes approaching 50 percent difference) between MSU and national average salaries in some fields, and despite the huge disparity between cost of living and salaries in nearly all fields, the faculty at MSU remains outstanding. For now, the intangible attractants of outdoor recreational opportunities, good schools, and a relatively safe living situation appear to draw and retain the faculty beyond what would be expected from the more traditional metrics alone.

Nevertheless, it is also noteworthy that there are some fairly strong feelings among the faculty as to the level of salaries found at MSU and how salary increases are distributed. In the Faculty Survey, a set of questions addressed internal and external comparisons. Asked whether their salaries were consistent with rank, experience, and time in service in their own department, under half of the respon-

dents agreed that they were, very few agreed strongly, and 12 percent disagreed strongly; the mean response was neutrality. On the subject of comparison with peers at peer institutions, the response was overwhelming disagreement that pay was equitable between MSU and peer institutions. This question received more written comments than any other on the survey: twenty-seven faculty members commented on the insufficiency of MSU salaries.

The second part of this standard addresses MSU's policies regarding salaries and benefits. An explanation of available benefits and associated policies can be found on the MSU website and in some cases on the Montana University System (MUS) [website](#).¹⁶ Policies on salaries are less obvious. During this entire accreditation cycle, MSU did not have a union; in April, 2009, however, the faculty voted to create two bargaining units represented by MEA/MFT. MSU's faculty have never fallen under the classification system used by the State of Montana—as with the



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classified employees. Thus, there is little documentation dictating salaries for new hires other than salary floors for each rank. Determination of salaries is largely left up to the department head, dean, and Provost to negotiate both prior to advertising and at the time an offer is made to a candidate.

Conversely, raise pools are rigidly dictated by the State of Montana; the legislature approves a pay-plan for all state agencies. This plan presents a percentage increase, which creates a pool funding annual salary increases for faculty. It falls to the university administration to determine how the fixed pool of dollars will be distributed among the faculty. For the past five to six years, this has been the subject of lively debate across campus and in Faculty Senate. The Provost has retained some portion of the total raise pool—up to 1/3 of the total—to deal with faculty equity issues, particularly for those lowest paid faculty. This has resulted in less than average raises for a majority of faculty, and significantly above average raises for a smaller group of faculty at the lowest end of the pay scale. The policies and decision processes used to make these choices are the subject of the aforementioned debate. Other issues beyond the university's control are:

1. a fixed percentage average is provided, and promotion raises and other “non-standard” raises must also be removed from this pool, and
2. as with many public universities, it is most common for the state to provide the authority for the raises, but not all of the funds required, so that tuition dollars must be used.

In fiscal year 2007 (FY07), however, the raise pool was fully funded by the state.

Starting salaries are relatively flexible, while raises are considerably less so, therefore many departments on campus suffer to some degree from salary compression and even inversion, where junior faculty make only slightly less, and sometimes actually more, than their more senior colleagues.

In the Faculty Survey, a set of questions addressed the fairness of the process used by departments and colleges in setting annual increases. The mean response was neutral, but a plurality of faculty agreed it was equitable. Comments received at the end of this topic area also referred to the portion of the raise pool retained by the Provost for internal and external equity adjustments; some responders felt the process was not equitable. Finally, a number of comments were made about the failure of annual raises to match inflation.

Of the department heads' focus group, only about half felt that salary policies were equitable and that salary determinations were clearly delineated.

4.A.5 The institution provides for regular and systematic evaluation of faculty performance in order to ensure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities. The institution's policies, regulations, and procedures provide for the evaluation of all faculty on a continuing basis consistent with Policy 4.1 Faculty Evaluation.

Background and Current Policies

Tenable faculty's overall job performance is systematically evaluated through two mechanisms: Annual Reviews and the Promotion and Tenure (P&T) review process. P&T reviews occur in a faculty member's third and sixth years, leading, if successful, to tenure; additional P&T reviews occur if and when an individual chooses to go for promotion to full professor. A new Post-Tenure Review policy, designed specifically to meet AAUP guidelines, was put in place in 2003. Student Satisfaction Surveys of faculty teaching are also given on an ongoing basis at the end of each semester. These student evaluations then inform the other two review mechanisms. Overarching provisions for these reviews are primarily guided by the Faculty [Handbook](#)^{17, 18, 19} and were derived through the processes that provide for faculty input through the shared governance structures as described in **Standard 4.A.2**.

Adjunct and research faculty, on the other hand, are not subject to the P&T process, although they are subject to Annual Reviews, under Section 750 of the Faculty [Handbook](#).²⁰ Adjunct faculty members, however, are subject to Student Satisfaction Surveys of their classes each semester.

ANNUAL REVIEW

Background and Current Policies

All tenure-track faculty at MSU are subject to Annual Reviews. As the Faculty Handbook policy defines it: “Annual review assesses the faculty member’s performance over the preceding calendar year and is based upon the faculty member’s letter of hire, role statements, annual assignments, self-assessment, and the department head’s evaluation of the individual’s performance. Reviews must be completed by April 10 or the date specified by the Provost and Vice President for Academic Affairs. The Annual Review with ratings and any written appeals to the review shall be included in the candidate’s personnel file.” The exact methods by which these Annual Reviews are conducted vary somewhat from department to department. In many cases, the department head conducts the review, based on data submitted by faculty members. Some departments have review committees, or advisory committees, that meet to jointly perform Annual Reviews. Department standards and review criteria are established in a variety of ways, chiefly to reflect the changing standards in the disciplines and, to some extent, are influenced by the standards prescribed in the P&T process. Faculty members are reviewed on the basis of their teaching, research, and service, according to the percentages of these activities prescribed by their letters of hire. Typically, there are multiple indices used to evaluate each of these areas, though in the evaluation of the teaching component, there is great variance as to how exactly this is accomplished. During years in which the Montana legislature has allocated funds for faculty pay raises, these

funds have been distributed based on merit, as determined through Annual Reviews.

Annual Reviews of adjunct and research faculty are less formalized, with procedures developed by colleges and departments. In practice, there is wide variation here, matching the variation in type of adjunct faculty members. Some departments formally review adjuncts each year. Others do no formal review over and above the examination of an individual adjunct’s Student Satisfaction Surveys, which inform the year-to-year decisions of whether to retain such faculty on an annual-contract basis.

Faculty Views and Perceptions

Several questions specifically addressed Annual Reviews on this self-study’s Faculty Survey. Responses verify that tenurable faculty are reviewed annually, with 96 percent of the tenurable faculty indicating that they are reviewed each year, with the other 4 percent marking the neutral “neither agree nor disagree” tab. Faculty were also asked whether the procedures and criteria by which they are evaluated are clearly communicated, with 72 percent responding in the affirmative. As to whether faculty members were involved in the establishment of the review procedures and criteria, 62 percent provided favorable responses, with 15 percent negative. On the fairness of Annual Reviews, 67 percent were favorable, with 13 percent negative. Questions were also posed about the number of data points involved in Annual Review. Responses show that input from students, peers, and administrators are all taken into account. Responses also show some dissatisfaction with the relative weights given these various components: student input is weighted appropriately; input from peers should matter significantly more than it does; input from administrators should matter significantly less. A question was also posed regarding the appropriate weighting of teaching, research, and service in Annual Reviews; responses indicate that research is weighted too highly, teaching too little, and service too little.

As for research faculty, 87 percent indicated they are reviewed annually. Adjunct faculty, on the other hand, indicated that only 49 percent are reviewed annually, with 20 percent indicating they that are not reviewed annually.

The Faculty Senate and the department heads' focus groups concentrated most of their remarks specifically on the evaluation of teaching, which is addressed below. The department heads confirmed that Annual Reviews of tenurable faculty are indeed conducted each year, though lament that too often there is not enough money in the system to make all the reviewing effort seem worthwhile. One comment to this effect reads as follows: "in this department the process is systematic and effective, although it is very difficult to reward faculty given the resources available to department heads."

PROMOTION AND TENURE

Background

At MSU, the creation, assessment, and modification of P&T procedures and criteria are ongoing, and faculty participate in each of these stages. In 1998, through the processes of shared governance, major changes were put into place, establishing the current system, which is influenced by the Boyer reports, whereby faculty choose an "area of excellence"—either teaching or research—for which they have specified performance standards of "excellence," or "effectiveness" in each area, and for service. After having been in place for seven years—a complete tenure cycle—an assessment process was jointly undertaken by Faculty Senate and the Provost in 2005. A P&T Task Force, comprised of faculty and administrators, was subsequently created, which over the next year conducted surveys and issued a report in November, 2005. Though a number of recommendations were made to improve the P&T review process at MSU, the overall finding was that the 1998 changes were a success, and that no major overhaul was needed. This was followed by additional response and input to the report from the Faculty Senate,

and the subsequent establishment of an Implementation Committee, also made up of faculty and administrators, whose work was continued this past year by a new committee, the P&T Working Group, which through the processes of shared governance, hopes to implement the changes that have been agreed upon during academic year 2009 (AY09). Work will then continue to address other improvements suggested by the Task Force and by others identified subsequently through the processes of shared governance. Independent of this ongoing, multi-year assessment process, changes were also made in the tenure clock in 2007, with the creation of a family-leave [policy](#)²¹ that allows for faculty members to extend the period of time before they are reviewed for tenure, due to responsibilities associated with the birth or adoption of children. This change was also brought about through the process of shared governance: initially through an ad hoc committee, then with a Faculty Senate vote, and finally with approval by the President.

Current Policies

The MSU Faculty Handbook addresses the P&T review process in Section 600. Tenurable faculty who start their academic careers at MSU are subject to a three-year or "retention" review at the beginning of their third year at MSU. Tenure-track faculty stand for P&T review for tenure and promotion to associate professor rank at the beginning of year six at MSU. Depending on the conditions of hire, faculty who have worked at other institutions of higher learning may apply some time to the tenure clock, but not more than three years. The final stage in the promotion process is to full professor, where promotion is normally awarded after the completion of no fewer than five years at the associate professor rank. After receipt of full professor rank, or associate professor if the faculty member does not elect to stand for promotion to this highest rank, Annual Review provides the chief ongoing mechanism for continued, substantive reviews.

Section 620²² of the Faculty Handbook specifies, “Role, Scope, Criteria, Standards, and Procedures Documents,” which articulate the university-level standards, criteria, and procedures. Each college, then, has its own “Role and Scope” documents that provide additional specificity for the disciplines that make up the college. Each department has its own “Role and Scope” documents that add additional specificity at the department level. Each level in the hierarchy is guided by the documents above it and may not set criteria and standards that are lower than those set above. Additionally, at each of these levels, there are formal procedures in place for collegial, faculty participation and input into their creation. At the university level, since these documents reside in the Faculty Handbook, the procedures of shared governance apply, before they can be modified with the Provost having final approval authority. College and department Role and Scope statements are written and approved by committees at those levels, which include faculty participation. Any change in these statements requires review and approval by the University Promotion and Tenure Committee (UPTC), on which faculty serve, and is subject to final approval by the Provost.

Faculty are evaluated according to their duties as prescribed in their letters of hire, which specify their percentage responsibilities for teaching, research, and service. This P&T evaluation includes review by both faculty and administration at numerous levels; all levels have primary access to raw evaluation data. While there is variation in department level procedures, the basic process, which generally involves six “independent and substantive” reviews, can be described as follows:

The primary level of review occurs at the department level (college level for Nursing, the Libraries, and Business which are not broken up into departments) where a faculty P&T committee, or the department faculty acting as a committee, reviews the materials submitted by the individual faculty member in his or her dossier against the criteria and standards of the college and votes in favor of tenure and

promotion or not, writing a detailed evaluation in support of the vote. After receiving the department committee report, the department head conducts an independent and substantive review of the dossier, taking into account the P&T committee’s vote, but also exercising an independent vote. These are then forwarded to the next level.

The second level of review involves a committee composed of elected faculty from the appropriate college, which undertakes a procedural review of what happened at the primary level, and then undergoes a similar process of conducting an independent and substantive review, taking into account the candidate’s dossier and the prior level’s evaluations.

The college dean, similarly, conducts his or her own procedural, and then independent, substantive review, forwarding the materials to the next level.

A university committee with members elected from the faculty at large, by college, serves as the third level of review, following a process that mirrors what has already been described. This committee is chaired by the Senior Vice Provost.

The Provost then receives all prior evaluations, and conducts his or her own procedural review, and then an independent and substantive review, rendering a final judgment, which, technically, serves as the recommendation to the university President, with the BOR having ultimate authority over all P&T matters.

Faculty members have the right to grieve the final P&T decision, but only on the grounds of procedural error, not on substantive grounds. This means that faculty cannot grieve the outcome itself, but can grieve a misapplication of the proper criteria and standards. Grievances are heard by a Grievance Committee made up of faculty members. This committee cannot alter tenure decisions; instead, it can recommend a restart of the process at the point of the procedural error, if it finds that one occurred.

Faculty Views and Perceptions

The self-study Faculty Survey had a number of questions pertaining to P&T reviews. Overall, these seem to match the surveys done as part of the overall P&T assessment process initiated in 2005, that is still ongoing indicating general satisfaction with the processes, with lively debate about particulars. On the Faculty Survey, tenurable faculty responded at a 66 percent favorable rate to the question of whether P&T expectations were clearly communicated at hire. 73 percent responded affirmatively that these expectations have been clearly communicated since hire. And 66 percent responded affirmatively that the P&T process at MSU is fair. Questions were also posed about the number of data points involved in the review. Responses show that input from students, peers, administrators, and external reviewers are all taken into account. Responses also show some dissatisfaction with the relative weights given these various inputs: student input matters somewhat too much; input from peers should matter significantly more than it does; input from administrators matters significantly too much; and input from external reviewers appears exactly right.

The Faculty Senate and department heads' focus groups did not address specific comments to the P&T process.

STUDENT SATISFACTION SURVEYS AND TEACHING

Background and Current Policies

Many faculty members at MSU began using self-generated instruments to receive student feedback on teaching in the 1970s or earlier. By the late 1970s many departments required faculty to use some form of student evaluation of teaching. In 1978, an abbreviated instrument with eight questions, was developed in-house, named the Knapp Form, after the administrator who created it (**Exhibit 4.04**). Because it was developed in-house, it has never been validated, normed, or tested for reliability, in spite of its long-

standing use. By the mid-1980s, MSU began to require all teaching faculty to use student satisfaction forms for all courses. Also in the early 1980s Laurence M. Aleamoni visited MSU and presented seminars on student evaluation of teaching. As a result of his visit, his professionally developed form, the "Aleamoni form," abstracted from the University of Arizona Course/Instructor Evaluation Questionnaire (CIEQ), became a common alternative and is still used by a minority of departments (in the last two years, its use has become curtailed because of the expense of paying its royalty fees) [*Exhibit 4.04*]. Because of the limitations of the Knapp and the Aleamoni forms, some departments have created their own form, which addresses specific assessment needs, such as for scientific labs, practicums, design labs, and studios. Additionally, many departments supplement these machine-scored numerical forms with a narrative response form, created and tailored to fit individual department needs. Discussions have been ongoing about moving to a university-wide, web-based, flexible, validated form, and the Faculty Senate passed a motion expressing the desirability of doing so; but, at present, these various methods are in use.

Originally, the data from student satisfaction forms belonged to the faculty member, who could elect to use those data as feedback for class planning, and to support Annual Reviews and P&T reviews. Today (though there is some variation by department), this data is initially released directly to department heads, before being passed on to faculty. Further, this primary data is now required to be submitted and available as supporting documentation for Annual Reviews and P&T review. Use of these data varies widely by department. For the purpose of evaluating teaching for Annual Reviews, some departments rely heavily, or nearly exclusively, on data from student satisfaction forms, ranking faculty's teaching performance based on differences as small as 0.01 on a scale of 1.00 to 4.00 (despite standard deviations of 1.15 or higher). Others consider many data points in the overall evaluation of teaching.

Faculty Views and Perceptions

The self-study Faculty Survey reveals strong dissatisfaction with these student satisfaction instruments, and in the way they are used. One question on the survey specifically focused on this: when tenurable faculty were asked whether the instrument used by students to evaluate teaching is effective, 42 percent disagreed and only 30 percent agreed. Many comments on the survey focused on dissatisfaction with the current forms: “Though my Knapp scores are consistently very high, I think this form of evaluation is insufficient in understanding teaching skills. I find myself teaching to the Knapp form because the scores are so important;” and “Assessment of teaching is primarily based on student course evaluations. This is insufficient.” Other survey questions reflect how teaching is evaluated overall, through student forms and the broader processes of Annual Review and P&T review, into which student numerical forms feed. In response to the query of whether the assessment of teaching is performed in a clearly articulated manner, 31 percent provided unfavorable responses, with 46 percent responding favorably. When asked if assessment of teaching is performed in a fair manner, 20 percent responded unfavorably, and 46 percent favorably.

The department heads’ focus group did not address specific comments on Knapp forms, other than noting that they were part of a review process that department heads, in general, appeared fairly satisfied with.

EVALUATION AND REMEDIAL ACTION

MSU has instituted several processes that are intended to identify and remediate deficiencies of individual faculty. Most important among these was the institution of a new Post Tenure Review process in 2003. (See Faculty Handbook, Section 618, for a flow chart of the [process](#).²³) While originally proposed by the BOR, in effect, as a dramatic alteration of tenure status at MSU, the actual policy that was put into place—drafted through

the Faculty Affairs/Faculty Senate process for emendations of the Faculty Handbook—was a remediation policy, specifically crafted to meet AAUP Guidelines. In brief, one “unsatisfactory” Annual Review rating immediately triggers a remediation process. Two consecutive “unsatisfactory” Annual Review ratings trigger the Post Tenure Review process, which involves a series of steps with appropriate checks and balances, and which can lead to additional remediation plans, as well as to a full blown Post Tenure Review. Failing such a review itself does not revoke, but can be used as evidence in the longstanding “termination for cause procedure,” already in place.

Additionally, a number of departments have developed mentoring programs that pair new faculty with experienced and successful long-term faculty to ensure the successful integration of the new faculty into the departmental culture. Also, as is described in more detail in **Standard 2**, the MSU Teaching/Learning Committee (T/LC) also has long been sponsoring teaching forums, intended to encourage faculty to participate, as well as offering mini grants in support of improving teaching. Important campus resources for teaching/learning have been accessible through a web portal as a Virtual Teaching/Learning [center](#),²⁴ which is receiving increasing traffic, now supplemented by the opening of an actual Teaching/Learning office on campus.

4.A.6 The institution defines an orderly process for the recruitment and appointment of full-time faculty. Institutional personnel policies and procedures are published and made available to faculty.

Background and Current Policies

MSU relies on national searches for the recruitment and appointment of members of its faculty. The step-by-step process is described in the Recruitment and Hiring [Manual](#),²⁵ involving the responsibilities of the hiring authority, the screening committee, and the department head. The Human Resources/Affirmative Action (HR/AA) office briefs all participants in the procedural requirements

for recruiting and hiring with an emphasis on seeking the broadest qualified pool and observing best practices in equal opportunity and affirmative action.

Two tracks currently exist for appointing faculty: first, the typical one for faculty with instructional expectations, and second, one for faculty with professional-practice expectations. In the past three years, however, less than 2 percent of new hires were on the professional-practice track. The MSU website has an entire section devoted to recruitment and appointment of all types of employees, including full-time faculty. These policies and other information are found [online](#).²⁶

The second category provides for the appointment of faculty holding at least a bachelor's degree who would be deemed appropriate for the specialized assignments they receive. This track particularly accommodates the appointment of extension specialists, who are central to MSU's outreach mission. This second track remains a controversial provision, with several colleges abstaining from its use, primarily because of concern that it creates a second-class faculty with built-in prohibitions against balanced development in teaching and research/creative activity. According to the HR/AA office, these concerns are not evident in experience. A number of years ago, the institution explored the termination of the professional-practice track, with some believing that it discourages well-rounded development and does not foster integrated learning.

All faculty are appointed yearly with a letter of appointment, which has improved the clarity and consistent expression of faculty expectations. In place since before the previous accreditation review, this practice has assisted faculty in the description of their responsibilities as they evolve over a career. In this way misunderstandings in the P&T process have been reduced.

Faculty Views and Perceptions

The Faculty Survey contained a question on recruitment and appointment of full-time faculty. More than half agreed that this process

is effective, and about 20 percent disagreed. For recruitment and appointment of adjunct or part-time faculty, the response was less positive, although the adjunct respondents were more positive than the tenured/tenure-track faculty. This subject was not covered in the Faculty Senate or department heads' focus-group surveys.

4.A.7 The institution fosters and protects academic freedom for faculty.

Background and Current Policies

MSU has a number of policies and processes to protect academic freedom. Most important, perhaps, is the P&T process itself, which is described in **Standard 4.A.5** and which works fairly well. Section 110 of the Faculty Handbook states that part of the core mission and vision of the university, is to "protect academic freedom." Additionally, Section 400 of the Faculty Handbook details various protections of academic freedom, including, specifically, the BOR [policy](#)²⁷ which endorses the AAUP's 1940 Statement of Principles on Academic Freedom and Tenure. Though couched in what reads now as old-fashioned and sexist terminology—referring to faculty as "men of learning"—it nevertheless pledges to keep faculty free from "institutional censorship." The constitution of the Faculty Senate also contains language that emphasizes the protection of academic freedom as part of its [mission](#).²⁸

As part of the engagement in ongoing national discussions about academic freedom (including debates over Horowitz's so-called "Academic Bill of Rights"), MSU's Burton K. Wheeler Center sponsored a conference on academic freedom in March, 2006, at which national speakers presented.

One committee working on P&T issues even went so far as to recommend termination of the professional-practice track, believing that it discouraged well-rounded faculty development and did not foster integrated learning. As several departments continue to make use of the designation and believe it to be useful, the designation remains active.

In addition to concerns about some of these national debates, two specific concerns have also arisen in the past several years about academic freedom, the control of the curriculum, and credentialing. First, over the period of 2004 to 2008, there were a number of discussions between the BOR and some legislators over a perceived problem of transferring credits from one campus to another. Significant political pressure in this regard resulted in what became known as “the Transferability Initiative.” Similar to those in other states, this program mandates common course numbers and common course-outcomes throughout the state university system. Courses are reviewed by OCHE staff and the faculty for compliance with this policy. There are concerns that this kind of overview from a centralized administrative office, particularly under agreement with the legislature, is an encroachment on faculty control of the curriculum and on department decisions about how best to organize and deliver course content. While it is not a stated goal of the Transferability Initiative to control and/or approve course content or program structures, faculty nevertheless are worried that it puts into place a structure that begins to do exactly that. And even without control, such a statewide bureaucratic overlay may reduce flexibility and nimbleness in reacting to changes within disciplines, as manifested in curricula.

The other current concern of faculty is new statewide certification requirements as a result of the “Dual-Credit” policy. After heavy lobbying by K-12 teachers, the BOR decided to adopt a new certification requirement for university faculty, who have (or might have) high-school students appearing in their courses, for dual credit (both high-school and college credit). It was determined that the training and terminal degree-credentialing in a faculty member’s discipline was not adequate for teaching at the high-school level, and that an additional credential be required. While this policy was debated statewide, faculty at MSU had no input into the process until it was passed and implemented by the

BOR. It is seen by faculty as an odd inversion of longstanding and normally understood credentialing processes.

Faculty Views and Perceptions

With regard to academic freedom overall, the Faculty Survey reveals that tenure-track faculty agree that MSU fosters and protects its academic freedom. 88 percent of the respondents marked either “strongly agree” or “agree” that it does so.

The Faculty Senate focus group had some mixed views on this, concentrating their remarks especially on academic freedom in teaching—rather than research. Some expressed concern over the Transferability Initiative, as described above, and worried that the mandate for common course numbering and outcomes might eventually lead to a mandate for common course syllabi and content, which would raise questions of encroachment on academic freedom. Some also expressed concerns that political pressures, filtered through the legislature and BOR, might sometimes affect the teaching climate at MSU, especially for disciplines that by their very nature must deal with values, ideology, and politics.

The department heads’ focus group was unanimous in asserting MSU’s protections of academic freedom in both the classroom and research.

4.A.8 Part-time and adjunct faculty are qualified by academic background, degree(s) and/or professional experience to carry out their teaching assignments and/or other prescribed duties and responsibilities in accord with the mission and goals of the institution.

Background

Adjunct faculty are vital contributors to learning at MSU, some in pivotal roles. The use and responsibilities of this diverse group varies widely throughout MSU. For example, adjunct faculty comprise the majority of the faculty in the College of Nursing and are con-



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sidered “permanent” in that they are hired each year and have significant performance-based professional development expectations. The College of Business also uses non-tenurable faculty to teach key courses at the lower and upper divisions, who are also hired year after year. In other departments, such as English, adjunct faculty typically teach 100-level courses (for example, writing courses) with no expectations regarding service or research. At the program level, for example, roughly 70 percent of the general freshman seminar (CLS 101) sections are taught by adjunct faculty. In some cases, adjunct faculty are retired faculty, teaching on post-retirement contracts, often remaining year after year in vital roles. In those areas with heavy grants-and-contracts-sponsored research, adjunct faculty fill teaching roles for those tenure-track faculty with contract “buy-out” provisions. The performance requirements and quality assurance provisions for adjunct faculty are, thus, as diverse as the conditions of their engagement.

Current Policies

As described in **Table 4.01** and in **Standard 4.A.1**, MSU employs over 300 adjunct faculty, of whom roughly two-thirds are part-time (less than 0.75 FTE). Roughly a

third of the full-time adjunct faculty hold advanced degrees, but it should be noted that disciplines vary with regard to degree requirements for adjuncts. For example, the College of Nursing employs clinical adjunct faculty at off-campus locations, where the BS degree is the common, widely-respected degree.

Faculty Views and Perceptions

The self-study Faculty Survey reveals that, overall, faculty are satisfied with the qualifications of adjuncts at MSU, with 66 percent of respondents either “strongly agreeing” or “agreeing” that part-time faculty are qualified for the positions they hold. Separated out so as not to include adjuncts’ opinions of their own qualifications, the tenure-track faculty’s views on the qualifications of adjuncts yields the same results: 66 percent.

In the Faculty Senate focus group, this item was one that generated a nearly unanimous, albeit brief, response from the members, who agreed that adjuncts were qualified.

Similarly, department heads were also unanimous and emphatic in their assertions that adjuncts were highly qualified for their assigned duties, saying “we would not hire them otherwise.”

4.A.9 Employment practices for part-time and adjunct faculty include dissemination of information regarding the institution, the work assignment, rights and responsibilities, and conditions of employment.

Background and Current Policies

Policies governing adjunct employment are found and repeated in several different locations and vehicles. MSU's overarching adjunct policy, "Conditions of Employment Affecting Adjunct Faculty," was created as a separate document in 2005, providing definitions of part- and full-time employment, eligibility for health benefits, and reduction and termination [policies](#).²⁹ Generally, these positions have been year-to-year appointments, though a pilot [program](#)³⁰ was initiated in 2005 for multiple-year contracts for adjuncts meeting certain criteria. The BOR converted the pilot program to an official BOR Policy, adopting it in 2007.³¹ MSU's adjunct policies are repeated, with additional details, in the Recruitment and Hiring Manual, specifically sections 540 – Hiring Nontenurable Faculty—and sections 222.30 and 222.31—Types of Appointments and Titles. It contains the provisions under which adjunct faculty are hired. The information on adjunct titles, also created in 2005, appears again in the Faculty Handbook, section 330-331. Other employment policies that govern all university employees, including non-tenurable faculty, are outlined in the Policies and Procedures [Manual](#).³² Contracts and letters of hire for adjunct faculty also provide specific and detailed information on the terms of employment, and their rights and responsibilities. These letters of appointment are also found on MSU's [website](#).³³

Adjunct faculty's response on the Faculty Survey indicate that a majority find this information to be readily accessible, with affirmative responses at 70 percent.

4.A.10 The institution demonstrates that it periodically assesses institutional policies concerning the use of part-time and adjunct faculty in light of the mission and goals of the institution.

Current Policies

The MSU Policy on Policies mandates a review of all policies every three years. All posted policies thus have a birth date and a review date, and they identify the party responsible for the review. Additionally, policies may be reviewed more frequently as needed, as issues arise that pertain to them. Thus, the changes mentioned above, adding multi-year contracts and adjunct titles, were in part the result of work done in response to discussions during the last accreditation cycle, serving to improve the working conditions for adjunct faculty. These changes themselves are evidence of periodic assessment.

On the other hand, MSU does not have a formal university policy concerning the appropriate number and use of adjunct faculty. Instead, the number of adjuncts is governed primarily by budget and faculty workload realities within individual departments. Certainly, the use of non-tenurable instructional faculty employed by the university has continued on an upward trend over the past two decades, both in terms of headcount and FTEs. There has been a rise in adjuncts from 81 to 104 full-time, and from 150 to 229 part-time. By comparison, there were 402 tenured/tenure-track faculty in 1997 and 447 in 2007. Thus, the percent of total faculty that were adjunct went from 36 percent to 43 percent of the total faculty.

Faculty Views and Perceptions

The Faculty Survey reveals that MSU faculty are divided on whether MSU relies too heavily on adjuncts. Overall, 55 percent of tenurable faculty surveyed feel that the level of reliance on adjuncts is "about right." On the other side, a large plurality (45 percent) feels that it is "too high."

Standard 4.B – Scholarship, Research, and Artistic Creation

4.B.1 Consistent with institutional mission and goals, faculty are engaged in scholarship, research and artistic creation.

Background

All faculty are evaluated both annually and for promotion on the basis of their activities in teaching, research, and service. Promotion and the granting of tenure at MSU may be based on research, which is the more traditional method of evaluation for tenure, or on teaching. In the latter case, demonstrated scholarship in the field of teaching must be demonstrated, e.g., scholarly publications on pedagogy in refereed journals; presentations and leadership function in extramural venues with the goal of disseminating successes and failures in teaching methods; and publication of textbooks or other materials, all of which demonstrate scholarship. It is with this viewpoint in mind that the discussion of scholarship takes place. This definition of scholarship is consistent with the description provided for **Standard 4.B**, which says, in part, “Through scholarship, which may entail creation, application, synthesis, or transmission of knowledge, faculty acquire and sustain their expertise, thereby contributing to the validity and vitality of their teaching.”

Current Policies

A number of measures may be used to assess this metric. One of the more obvious measures of faculty research productivity is the magnitude and consistency in research expenditures. One of the primary tenets of the Five-year Vision Document developed in 2004 was to grow these expenditures to \$130 million (\$130M) by 2009. This goal

was consistent with the growth of the research enterprise *from 2000 to 2006*, when research expenditures rose by an average of more than 8 percent per year, reaching a maximum in 2006 of \$103M.

A second metric used to evaluate scholarship is the data collected through the Delaware Study of Out-of-Classroom Faculty Activity survey, which MSU has employed for the past two years. In this survey, faculty scholarship and creative activity is specifically measured in terms of research grants and dollar amounts, publications and presentations, and juried shows and exhibits. The number of graduate and undergraduate students mentored in sponsored and unsponsored research is also monitored.

According to the most recent results of calendar year 2007, 100 percent of the faculty were engaged in scholarship, as defined by activities in one or more of the items described in the previous paragraph.

Finally, the letters of hire or letters of appointment for faculty members dictate the portion of their activity that shall be devoted to teaching, research/creative activity, and service. The details of this document are then the standard by which faculty are evaluated annually and by which dossiers are evaluated for P&T. Nearly all faculty have expectations for research or creative activity explicitly included in their letters of hire.

Faculty Views and Perceptions

In the Faculty Survey, a significant majority of faculty thought that the institution provides a commitment to research and creative activity by its faculty. However, the concept that the reward structure for research and creative activity was consistent with the university’s mission received less agreement; the respondents were essentially neutral on whether there was enough time allowed to conduct research and creative activity.

4.B.2 Institutional policies and procedures, including ethical considerations, concerning scholarship, research, and artistic creation, are clearly communicated.

Background and Current Policies

MSU communicates its policies and procedures concerning scholarship, research, and artistic creation to faculty and staff through the office of the Vice President for Research, Creativity, and Technology Transfer (VPR) in several ways. Most importantly, this is done through the various websites of the VPR, including that of the Office of Sponsored Programs (OSP), which has links to research policies and forms, including those on grant regulations, patent and disclosure procedures, etc. Included there is the Principal Investigator's Guide, the how-to manual for conducting research on campus. Additionally, it is required that all grant-active faculty take the Principal Investigator (PI) Training seminar, conducted annually by OSP. Additional policy links are located on the MSU Policy and Procedures webpage, including the Hazardous Materials Policies, the Cost Transfer Policy, and the new Conflict of Interest Policy, among others.

Policies, including ethical considerations, are also communicated through the Faculty Handbook, in sections 430 Policy on Research Misconduct, 900 Research and Creative Activity, 930 Intellectual Property Policy, and 1100 Compensation in Excess of Contracted Salary.

Faculty Views and Perceptions

The self-study Faculty Survey reflects overall satisfaction with the clarity of policies on research and creative activity, with 67 percent of tenurable faculty marking affirmative responses.

4.B.3 Consistent with institutional mission and goals, faculty have a substantive role in the development and administration of research policies and practices.

Background and Current Policies

The creation and administration of research policies, though specifically the responsibility of the VPR and his or her staff, are nevertheless subject to the processes of shared governance. Thus, there are several mechanisms that involve faculty in the creation and administration of these research policies and practices. Faculty serve as members on various campus committees, including the VPR Advisory Committee. In the past, the VPR has used this committee to evaluate current practices as well as to develop new ones. For any research policies that are currently in the Faculty Handbook, proposed changes or additions have a high degree of faculty involvement through the Faculty Affairs Committee, a standing committee of the Faculty Senate, which is responsible for vetting any proposed change in the Faculty Handbook prior to votes by the Faculty Senate itself. Occasionally, even when a new policy will not reside in the Faculty Handbook, the Faculty Affairs-Faculty Senate process is still employed to involve faculty as broadly as possible. An example of this was the process over the last several years to amend the "Who Can Be a PI" policy which involved significant participation from Faculty Senate in the crafting of the final policy. When a group of policies are to be created, or a significant new one is proposed, a task force may be formed to address the issues involved, with faculty participation. There are also times, however, when a policy change is made by upper administration without any faculty consultation or input, as happened fall semester 2008 with the new F&A Distribution Policy. This decision was made by the Investment Committee (an F&A oversight committee, formed as a result of a recommendation of an outside consultant, the Huron Group, in 2006, comprised of five Vice Presidents). Though the decision dramatically affected many faculty members, none were consulted. This neglect of shared governance was subsequently admitted to have been an oversight, and changes were initiated to forestall its happening again,

including increasing the meeting frequency of the VPR's Advisory Committee, and adding the chair of the Faculty Senate and another senator to its standing members. Finally, there are many other specifically focused research-policy-related committees that faculty serve on including the Institutional Animal Care and Use Committee, the Biosafety Committee, the Human Subjects Committee, the Intellectual Property Committee, the Radiation Safety Committee, and the Research Faculty Alliance Executive Committee.

Faculty Views and Perceptions

In part because of the recent experience in the changes in the F&A Distribution Policy, faculty are understandably uncertain of their role in providing input into research policies. The Faculty Survey reveals that only 30 percent hold favorable views about whether they have substantive roles in the development and administration of research policies and practices, albeit with 39 percent in the “neither agree nor disagree” middle, and 30 percent holding unfavorable views. Many comments in this section of the survey express frustration and anger with this lapse in shared governance.

The Faculty Senate focus group voiced similar concerns, suggesting that at the university level—citing the F&A decision as an example—decisions are too often made immediately without faculty input. However, at the department level, and on the various other specific committees, it was felt the reverse was true.

The department heads' focus group had similar comments to the effect that both the inactivity of the Research Advisory Committee and the redirection of F&A funds thwart the entrepreneurial spirit that has made MSU's research program successful.

4.B.4 Consistent with its mission and goals, the institution provides appropriate financial, physical, administrative and information resources for scholarship, research and artistic creation.

Background

In the past ten years, MSU's research expenditures have roughly tripled, from \$35M in 1997 to \$103M in 2006. This rapid expansion in research activity has not been without its growing pains, but overall it is viewed by most members of the campus community as a positive step. One of the physical ramifications has been that new space has been required. To that end, MSU has used novel methods to develop quality research space. First, MSU entered into a contract with Dick Clotfelter & Associates to construct a large research facility in the Advanced Technology Park near campus to house 34,644 ft² of space for the Veterinary Molecular Biology (VMB) program. That building has been occupied now for five years, and a similar model is being used for the Western Transportation Institute and Montana Manufacturing Extension Center.

Current Policies

The arrangements described here worked quite well until FY09, when the costs associated with the Chemistry Biochemistry Building as well as a number of other fixed costs on campus that rely on F&As increased significantly. This has meant that a significant redistribution of the F&A funds has been necessary. Over the past decade or so, the pool of F&As has been redistributed as 55 percent to the VPR, 27 percent for the department, and 9 percent each for the college and the PI on the grant. The increase in demand on the F&As combined with a decrease in research expenditures (and hence reduced F&A generation) has resulted in this figure now being 60 percent to the increased fixed costs, 20 percent to the VPR, 5 percent each to the college and PI, and 10 percent to the department. Several other building projects were at one time considered that would have used a funding model similar to aspects of the model used for both the Chemistry Biochemistry Building, with its long-term commitment solely based on F&As, and for the building owned by the State of Montana, and the VMB build-

ing in which F&As are used to pay the rent while ownership remains with the outside agency. These plans have been set aside for the time being, partially because of the demands on F&As and partly because of a temporary decrease in research expenditures on campus.

Faculty Views and Perceptions

The self-study Faculty Survey addressed this issue; about 60 percent of respondents thought there was too little financial support for research, and just under half thought that there were insufficient physical facilities. Significantly, more than half found the administrative and Information Technology (IT) support to be about right. Seventy-one faculty members made comments about this topic. As with nearly every subject in the survey, a lack of resources emerged as a popular theme among those who commented. The research/teaching balance issue appeared in this section, reflecting responses in the teaching section. A specific policy decision showed up in the comments in this section, i.e., the decision to use additional F&A recovery for central priorities. Some faculty commented on the process, while others commented on the decision and its ramifications for future research.

In the Faculty Senate focus group, this question included instruction with research and creative activity. This prompted responses about classroom inadequacies, about difficulty in developing competitive startup packages, and about carryover funds between grants. On the positive side, there were some members who felt that the faculty were responsible for their own research funds, and that the university should just provide space. There was also expressed an appreciation for increased and improved library holdings, both hard-copy and electronic.

In the department heads' focus group, a similar question produced some similar answers, with a few additional notes. More than one department head remarked on the low budget available compared to peer institutions, and one pointed out that his overall budget is 95 percent salaries and 5 percent operations, making it difficult to do much

that is innovative or supportive of even short-term research. With the F&A redistribution plan coming on line in spring 2009, this situation may become more restrictive, as the F&A return to departments is slated for a 70 percent reduction—independent of the use of state funds. Several department heads shared the viewpoint that the distribution of F&A dollars from research funding should be determined by the granting agency, not by the university.

4.B.5 The nature of the institution's research mission and goals and its commitment to faculty scholarship, research, and artistic creation are reflected in the assignment of faculty responsibilities, the expectation and reward of faculty performance, and opportunities for faculty renewal through sabbatical leaves or other similar programs.

Background and Current Policies:

Some of this material was already covered above in **Standards 4.A.3** and **4.A.5**. With respect specifically to sabbaticals and other similar programs, MSU has a number of faculty development programs and opportunities, several of which have been created within the last ten years. At the university level, through the Provost's Office and/or the VPR, there are four primary ones: sabbaticals, the BEST program, the Short-Term Faculty Leave program, and the Scholarship and Creativity Award Program. Sabbaticals are available once every seven years through a process that mirrors typical grant application processes, with successful applicants granted either one semester at full pay, or two semesters at two-thirds [pay](#).³⁴ Applications are evaluated and ranked by a subcommittee of the Faculty Affairs Committee using an evaluation form³⁵ and then funded, in order down the ranked list, by the Provost's Office, until the budgeted funding runs out. The current scoring system, which was created through the Faculty Affairs/Faculty Senate process and modified somewhat by them in 2005, tends to favor projects (both in research and teaching) where applicants already have well-

established track records and programs, rather than encouraging the use of sabbaticals as opportunities for renewal or for exploring new research directions. During this accreditation review period, MSU has funded from between nine to thirteen sabbaticals per year. While current data for the number of sabbaticals awarded by peer institutions are not available, MSU's number has long ranked below regional peers, and well below Carnegie research classification peers. The number of applications has varied widely; for several years in a row, MSU funded all proposals that were deemed to meet the criteria. More often, there have been more worthy applications than there is funding, with some eligible faculty finding their proposals unfunded, even though they have not had a sabbatical in over twenty years. There has been some debate over both the relative importance of sabbaticals among other faculty development opportunities, and about the reason why the number of proposals—ranging from 15 to 25—is lower than the number of eligible faculty. To answer some of these questions, a survey was conducted in 2005³⁶ with the following findings:

1. Faculty strongly value sabbaticals as the most important faculty development opportunity.
2. Part of their importance is their potential for redirecting a faculty member's research area, and the exploration of new areas
3. Because sabbatical funding is limited, faculty members believe that the overall odds of getting a sabbatical are not high, which has held down the number of applications by qualified individuals.
4. Some faculty are in positions where they don't feel able to take a sabbatical, either because of the small size of their program or the nature of their research, which requires them to remain on campus.

When comparing MSU's faculty development support and funding to that of other institutions, the other development opportunities must also be factored in. The Short

Term Faculty Leave Program, funded jointly by the Provost and the VPR, was initiated several years ago, with the intent of providing funding for short-term (one week to two months) professional development activities for [faculty](#).³⁷ To date, 135 awards totaling \$379,367 have been made, through an application through individual colleges, where deans provide prioritized lists to the Provost. This program has been extremely popular, and important.

Additionally, the BEST program was initiated in 2002, with the goal to enhance scholarship and creative activities across campus, including the scholarship of teaching and [learning](#).³⁸ Funding has continued since then, but is subject to review and budget constraints each year. Also an important and popular program, BEST has to date 124 requests that have been funded, averaging just over \$5,000 per year, with total expenditures for the program averaging \$89,762 per year.

Finally, the Scholarship and Creativity Grant Program, funded through the Office of the VPR with F&As, when available, has also been a longstanding source of faculty development funds, providing financial support for scholarship and creative activity in the arts, humanities, and social sciences, that is, areas for which there are few private and federal funding [sources](#).³⁹ Applicants may request funds for salary and benefits, supplies, travel, and other expenses directly related to the work on the project. Most grants range between \$6,000 and \$22,000.

In addition to these programs, there are various other university level prizes and awards such as the President's Award for Excellence in Teaching, for Service Learning, for Outreach, and others, totaling \$32,600 in FY09. Additional centrally funded grant opportunities include the Scholarship and Creativity Awards from the office of the VPR, intended primarily for fields in the arts, humanities and social sciences, which distributed 191 awards for a total of more than \$2.2M since 2004.

Furthermore, individual colleges also have some of their own faculty development programs and awards.

Faculty Views and Perceptions

Several questions on the Faculty Survey dealt with faculty development. Already referenced in discussions of workload in **Standard 4.A.3**, only 36 percent of tenure-track faculty responded favorably when asked if their workloads allow time and support for professional growth and renewal. As to whether MSU provides adequate sabbatical leave opportunities for renewal of research and creative activities, only 35 percent of tenure-track faculty responded favorably, with nearly the same percentage responding unfavorably. On the other hand, when asked if MSU's support for the improvement of teaching through sabbaticals, the BEST program, and the Short Term Faculty Leave Program was appropriate, 57 percent of tenure-track faculty responded favorably. Finally, as to whether faculty development programs such as those offered by the T/LC were perceived as valuable, 59 percent of tenure-track faculty responded favorably.

The Faculty Senate focus group's responses reflect similar opinions, with the view that sabbatical funding was not high enough (e.g., "there are still not many offered compared to other universities") and that departmental programs were so tight that students would suffer if sabbaticals were taken. Some even felt discouraged by department heads from taking sabbaticals. On the other hand, opinions were favorable about the teaching buys-outs available through the BEST awards and the Short Term Faculty Leave Program.

The responses of department heads' focus group again confirm these views, with complaints about the competitive grant model used to award limited sabbaticals rather than a more automatic process, and complaints about the overall level of funding, which was felt to be "not nearly sufficient." On the other side, department heads also expressed praise for the other programs described above in **Standards 4.A.3** and **4.A.5**.

4.B.6 Sponsored research and programs funded by grants, contracts and gifts are consistent with the institution's mission and goals.

MSU has been quite successful at expanding and strengthening its research program over the past decade. As the land-grant institution for the state of Montana, expansion of scientific knowledge in all areas is an intrinsic and fundamental precept for the university. Topics for research have covered a tremendous spectrum, from solar physics to avalanche dynamics, from crop pest life cycle and management to community partnerships for public health improvement. Samples of the kind of work carried out by the MSU faculty are presented in *Exhibit 4.11*.

Criteria for submission of proposals are clearly spelled out, and include a detailed list of conditions that must be met before the proposal leaves the university. These conditions range from biohazard and radio-nuclide clearances to human-subject reviews and conflict-of-interest requirements. The OSP maintains a clearinghouse of information on these requirements and assists PIs in preparing proposals and developing substantiating documents that meet the requirements of both the state and the granting agency. All of the above are assembled in the PI Guide, available [online](#).⁴⁰

4.B.7 Faculty are accorded academic freedom to pursue scholarship, research, and artistic creation consistent with the institution's missions and goals.

See **Standard 4.A.7**.

Standard 4 – Summary and Analysis

Strengths

- In spite of funding challenges, MSU continues to employ highly qualified, professional faculty, committed to the institution and to the programs within it.
- In spite of concerns and desire for even higher levels of participation and influence, shared governance continues to be increasingly institutionalized on campus. Through shared governance, which functions chiefly in advisory capacities, and through department and university committee structures, faculty are highly engaged and participate in academic planning, curriculum development and review, academic advising, and institutional governance.
- Faculty workloads, though high, reflect the mission and goals of the institution, and the talents and competencies of the faculty. Support and opportunities for professional growth and renewal exist, though not at as high a level as would be desirable for a “Research University with Very High Research Activity” classification.
- MSU continues to attract a highly competent faculty, though salary support and benefits lag significantly behind peer institutions.
- MSU has an effective and well-respected process for conducting faculty reviews, including P&T reviews and Annual Reviews, which provide for regular and systematic evaluation of faculty performance to ensure teaching, research, and service, effectiveness and the fulfillment of instructional and other faculty responsibilities. MSU’s policies, regulations, and procedures provide for the evaluation of all tenure-track faculty, and many adjunct faculty, on a yearly basis, through multiple mechanisms (including Annual Reviews and P&T reviews).
 - The process and criteria by which faculty members are evaluated are created with faculty input.
 - Evaluation of faculty performance is done through hierarchical structures for Annual Reviews, and is accomplished with collegial participation at each level for the P&T process, with ultimate decision-making authority resting at the Provost and President’s level. Administrators have access to primary and raw data throughout these processes.
 - Multiple indices are used by the administration and faculty in the evaluation of faculty performance, for teaching, research, and service, though too often, in the evaluation of teaching, there is too heavy a reliance on student satisfaction evaluations (the Knapp form).
 - There are procedures for remediation tied to the Annual Reviews, including a Post Tenure Review Policy.
- MSU has an orderly process for the recruitment and appointment of full-time faculty, with policies and procedures, most significantly the Faculty Handbook, published and available online.
- MSU continues to foster and protect the academic freedom of all faculty members.
- Part-time and adjunct faculty are qualified by academic background, degrees, and/or professional experience to carry out their teaching assignments and duties, in accordance with MSU’s mission and goals.
- Information regarding MSU, work assignments, rights, responsibilities, and conditions of employment for part-time and adjunct faculty are widely disseminated and available online.
- MSU assesses all policies, including institutional policies regarding part-time and adjunct faculty, on a rotating basis.
- In spite of funding challenges, MSU faculty members remain highly productive teachers and scholars, continuing to outperform equivalents at many peer institutions.

- MSU has longstanding policies, including ethical considerations, regarding research and artistic creation, which are available online.
- By intent, structure, and design, MSU faculty members have a substantive role in the development and administration of research policies and practices, though at times these processes are not invoked, including, most egregiously, the failure to use these mechanisms when the F&A distribution formulas were greatly reduced this past year.
- As a public university with budgets greatly affected by the state economy and by elected legislators, MSU nevertheless continues to provide adequate financial, physical, administrative, and information resources for scholarship, research, and artistic creation.
- The nature of MSU's research mission and goals as a land-grant institution, and its commitment to faculty scholarship, research, and artistic creation are reflected in the assignment of faculty responsibilities. With no pay plan or expectation of consistent raises, however, and with patterns of salary freezes or minimal raises which sometimes do not even match the rising cost of living (including another two-year cycle of freezes beginning this year), faculty are not consistently rewarded for their performance. (Those with grants are better off.) Opportunities for faculty development—more than faculty renewal—exist, including a sabbatical program, though it is perceived to be underfunded.
- Sponsored research and programs funded by grants, contracts, and gifts are consistent with MSU's mission and goals.
- Faculty are given academic freedom to pursue scholarship, research, and artistic creation consistent with MSU's mission and goals, though some system-wide organizational and credentialing initiatives may begin to threaten faculty control over the curriculum and faculty members' authority as holders of terminal academic degrees.

Challenges

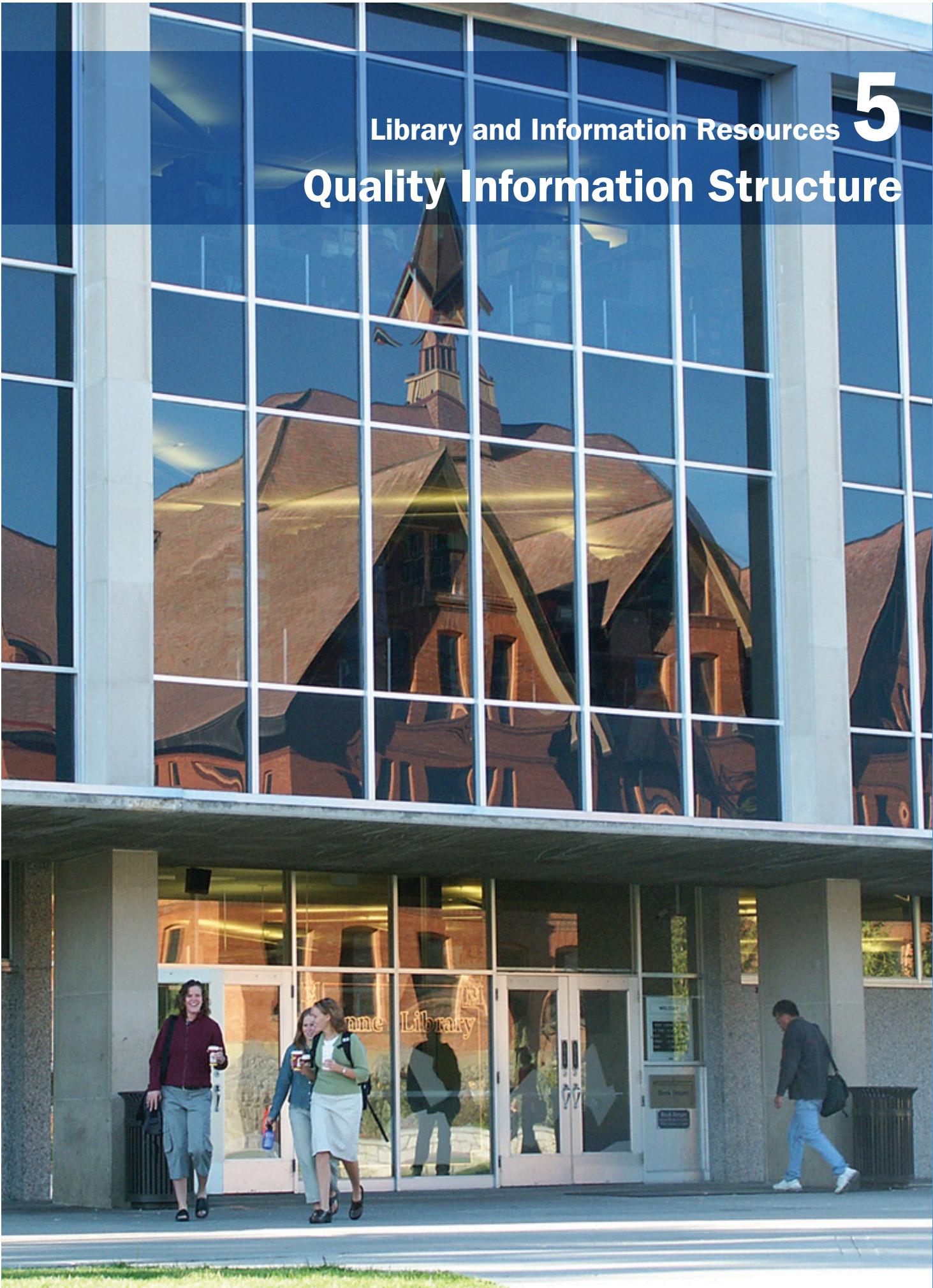
- Dealing with ongoing salary and benefit problems, which consistently reveal MSU to be at least 10 to 30 percent behind peers.
- Developing a more robust teaching-evaluation process, with an improved, campus-wide instrument and better understanding of its proper use.
- Increasing research support, funding for research travel, and department operations budgets.
- Increasing funding for faculty development, especially increasing the number of sabbaticals available for scholarly support and renewal.
- Improving the regularity of the review of adjunct faculty, so that appropriate and constructive review processes are implemented for all faculty.
- Developing an appropriate and functional relationship between academic shared governance, the collective bargaining units, and the administration.

Endnotes for Standard 4

- ¹ Appendix 4.1, Faculty Survey
- ² Appendix 4.2, Faculty Focus Group Survey
- ³ Appendix 4.3, Department Head Survey
- ⁴ http://www2.montana.edu/policy/faculty_handbook/
- ⁵ <http://www.montana.edu/wwwcat/programs/prog1.html>
- ⁶ www.montana.edu/accreditation/accredLinks/st4/Tablecommitteeswfaculty.doc
- ⁷ The SPC also has significant faculty representation
- ⁸ <http://www.nces.ed.gov/pubs2009/2009020.pdf>
- ⁹ Montana Legislative Auditor's report, 1990; Digest of Education Statistics, 1998, Chapter 3, Table 227, Postsecondary Education, National Center for Educational Statistics, Department of Education, Washington, D.C.
- ¹⁰ http://www2.montana.edu/policy/faculty_handbook/
- ¹¹ http://www.montana.edu/accreditation/accredLinks/st4/www.montana.edu/wwwprov/faculty_expectations_doc.htm
- ¹² <http://www.aaup.org/AAUP/protect/legal/topics/livesbalance.htm>
- ¹³ <http://www.montana.edu/opa/facts/OSUdata/OSUbozeman.pdf>
- ¹⁴ <http://www.montana.edu/opa/facts/OSUdata/OSUSalaries07E.pdf>
- ¹⁵ <http://www.bozemandailychronicle.com/articles/2009/02/03/news/000homes.txt>
- ¹⁶ <http://www.montana.edu/hr/Benefits.htm>
- ¹⁷ http://www2.montana.edu/policy/faculty_handbook/fh500.html#500.00
- ¹⁸ http://www2.montana.edu/policy/faculty_handbook/fh700.html#700.00
- ¹⁹ http://www2.montana.edu/policy/faculty_handbook/fh800.html#800.00
- ²⁰ http://www2.montana.edu/policy/faculty_handbook/
- ²¹ http://www2.montana.edu/policy/faculty_handbook/fh600.html#610.00
- ²² http://www2.montana.edu/policy/faculty_handbook/fh600.html#620.00
- ²³ http://www2.montana.edu/policy/faculty_handbook/posttenureflowchart.pdf
- ²⁴ <http://www.montana.edu/teachlearn/tlresources.htm>
- ²⁵ <http://www2.montana.edu/policy/personnel/per400.html#400.00>
- ²⁶ http://www2.montana.edu/policy/recruit_hiring/
- ²⁷ http://www2.montana.edu/policy/faculty_handbook/fh400.html#411.00
- ²⁸ http://www2.montana.edu/policy/faculty_handbook/fh200.html#220.00
- ²⁹ http://www2.montana.edu/policy/adjunct_policy.htm
- ³⁰ http://www2.montana.edu/policy/multiple_year_contracts_for_non.htm#Multiple%20Year%20Contracts%20for%20Non-Tenure%20Track%20Faculty-Pilot%20Program
- ³¹ <http://www.mus.edu/borpol/bor700/7113.htm>
- ³² <http://www2.montana.edu/policy/personnel/>
- ³³ <http://www.montana.edu/wwwaffrm/employmentforms.html>
- ³⁴ http://www2.montana.edu/policy/faculty_handbook/fh1200.html#1220.00
- ³⁵ Exhibit 4.1
- ³⁶ Appendix 4.5
- ³⁷ <http://www.montana.edu/wwwprov/awards/ShortTermCombinedRound2AY0809.pdf>
- ³⁸ <http://www.montana.edu/wwwprov/awards/BESTprogramCombinedAY0910.pdf>
- ³⁹ http://www.montana.edu/wwwvr/Awards/S_C%20recipients.html
- ⁴⁰ <http://www.montana.edu/wwwvr/grants/piman.html>

5

Library and Information Resources Quality Information Structure



5 Library and Information Resources Quality Information Structure



PHOTO BY STEPHEN HUNTS

Over the last decade, at Montana State University (MSU), technological advances have been the enabling force for change in both libraries and information technology infrastructure and services. Research and scholarship have shifted to the digital environment. The move toward open access of publicly-funded research results and a growing need for digital data management have placed new demands on both libraries and academic computing support. MSU is educating a new generation of learners who are digital natives with heightened expectations for instant, free, and comprehensive online access to information. More than 90% of MSU students have computers at home and only 1% report using

slow-speed Internet [connections](#).¹ Students have an increased need for technology-rich learning spaces. Libraries and computer laboratories are seen as places for active learning. They are converged spaces, allowing for multiple uses: from quiet study to social activities, from online data gathering to digital project creation. Consolidation in the publishing industry and growth of electronic-only publications have changed forever the world of scholarly publishing. There is a new role developing for libraries as publishers of newly created digital collections of unique materials, in addition to the collecting and management of “born-digital” materials.

Standard 5.A – Purpose and Scope.

5.A.1 The institution's information resources and services include sufficient holdings, equipment, and personnel in all of its libraries, instructional media and production centers, computer centers, networks, telecommunication facilities, and other repositories of information to accomplish the institution's mission and goals.

Library and information resources are carefully collected to support MSU's mission and goals in teaching, learning, and research. The MSU Libraries Core Collections [Summary](#)² presents an overview of the collections.

A major improvement in the Libraries' collection has been the intentional and aggressive shift from paper to electronic journals. As a result, 64% more subscriptions or databases are delivered directly to the desktops of students and faculty than in 1999. In 1997, 6.5% of the collection budget purchased electronic materials. In 2007, electronic materials of all kinds accounted for 89% of collection expenditures. As electronic titles have been added the print collection has been downsized to conserve space and remove items duplicated online. Yet, as reflected in the LibQual survey results in both 2004 and 2008, the demand for electronic materials has not been [met](#).³ The data confirm anecdotal reports that faculty and students enthusiastically support the move to electronic information and would like more resources available electronically.

To leverage limited resources, the Libraries actively sought innovative consortial agreements to provide a richer collection of electronic journals. For example, EPSCoR Science Information Group (ESIG), a group of libraries in the various EPSCoR states, was brought into being at a meeting of librarians at MSU on June 8, 2001. ESIG libraries work together to license and acquire science, technical, and medical information for their researchers.

The Libraries' print collection has grown 18% over the last decade. As reflected in the

Collection Development [Policy](#),⁴ the Libraries primarily collects books at an undergraduate level with limited doctoral level book collections in support of MSU's teaching, learning, and research needs.

MSU Special Collections is committed to assembling primary and secondary scholarly materials on specific topics supporting MSU's curricular and research needs. Areas of collecting emphasis include: Yellowstone National Park and the Yellowstone ecosystem, Montana agriculture and ranching, Montana history, Montana Native American history and culture, prominent Montanans, and related topics. A major investment in a new initiative created the MSU Libraries' Trout and Salmonid Collection. This preeminent collection supports instruction and research in a wide range of disciplines and departments including Fisheries Management, Land Resources and Environmental Science, History, and Ecology, among others. Housed in the MSU Libraries' Merrill G. Burlingame Special Collections, this collection is open to the public for use on the premises in a controlled archival environment.

Recognizing the need for broader access to data in a digital form, the Libraries created a Digital Access and Web Services Team in 2007. This team creates digital collections, such as the one partnering with the Division of Graduate Education to provide cataloging, storage, and access to Electronic Theses and Dissertations from [MSU](#).⁵

Students have access to over 350 computers across campus for general student use. The Global Student Computer Labs, managed by the Information Technology Center (ITC), are distributed throughout campus, in the Strand Union Building (SUB), the Libraries, Writing Center, and Career Services and Student Employment. Kiosks for visitor use are located in the Libraries and the SUB. Each computer is equipped with a standard suite of software programs to support student learning (MS Office Suite 2003 & 2007, Adobe Creative Suites 3, Microsoft Works, AutoCAD, Dreamweaver, Matlab, Maple, MathCad, SAS, SPSS, Minitab). Specific departmental software packages are installed

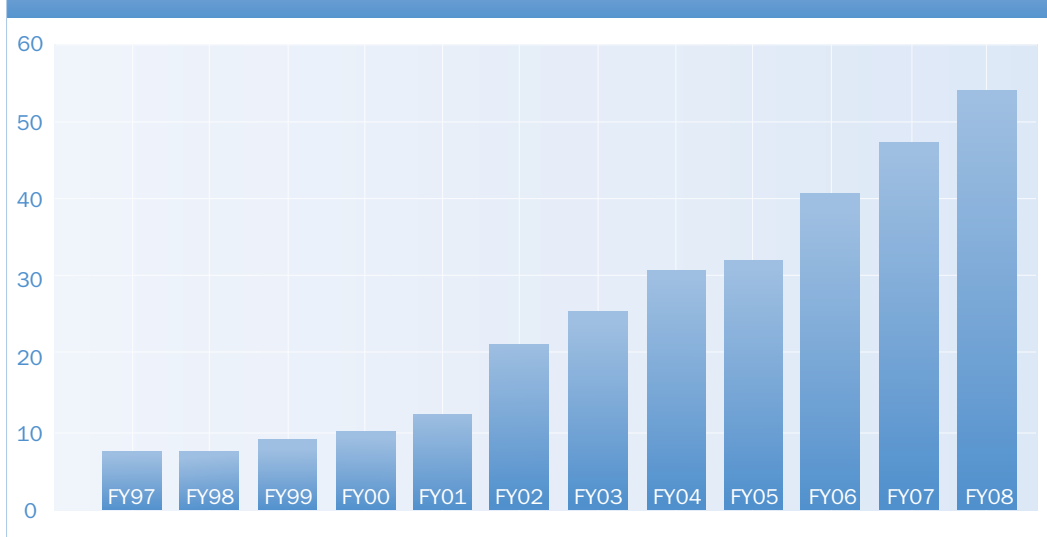
on demand. Students are provided with up to 200 sheets of subsidized printing each semester funded from the Student Computing Fee. Shared file systems for housing course-specific materials are available at no cost. Student labs are staffed with User Support Associates who provide hands-on assistance for students and remote help via e-mail and live chat. Student labs may be reserved for instructional and other training activities.

In addition to the Global Computer Labs provided by ITC, the Libraries provides an additional 130 computers for use by the university community. Each computer is equipped with word processing, spreadsheet, presentation, and other standard software. Each has full access to the entire range of online library databases, journals, and services. There are 28 of these computers housed in a classroom setting, and there is a small teaching area with a smart board, projector, and PC for presentations.

Technology enhanced classrooms, labs and collaborative work areas create new opportunities in teaching and learning by integrating networking, computers, and audiovisual technologies. These technologies provide faculty and students with an opportunity to enrich the educational experience. The campus embarked on a program in 1998

to update, maintain, and develop multimedia smart carts in Registrar-controlled classrooms with support and management provided centrally by ITC. The progress over the past ten years is illustrated in the chart below. Today 40 out of 87 (46%) of the Registrar-controlled classrooms are equipped with smart carts that feature a dedicated PC connected to the campus network, connection for a laptop computer, VCR/DVD player, speakers, remote mouse, and a ceiling-mounted projector. An additional 15 out of 87 (17%) of the Registrar-controlled classrooms are equipped with a laptop only connection and a ceiling-mounted projector. The ceiling-mounted projectors in these classrooms are managed, monitored, and controlled centrally over the campus network and the equipment is refreshed on a regular basis using funding from Student Equipment Fees. In total 128 classrooms, labs, and conference spaces are currently equipped with ceiling mounted projectors and differing levels of audiovisual equipment. The demand for classroom technology is not yet fully met, however. In the self-study survey of faculty, small majorities agreed that Internet connectivity and audiovisual equipment was sufficient, while one-third disagreed that there is sufficient Internet access in classrooms.

Chart 5.01: Number of Smart Podium Installations in Registrar Controlled Classrooms



MSU and Bozeman, Montana are fortunate to be located along one of the major common carrier, east-west, fiber-network paths. This has afforded MSU the opportunity to connect to state, Internet, and Internet2 services via fiber-optic paths.

The Campus Area Network

MSU's campus network is a TCP/IP, switched Ethernet, configured as a physical star. All campus buildings are connected to the core network centered in Renne Library. Single-mode fiber, transmitting data at 1 Gbps, connects each of seven intermediate distribution facilities (IDFs) to the core

network. From the IDFs, either single-mode or multi-mode fiber running at 100 Mbps connects a total of sixty additional buildings to the core network. Currently, MSU is in the process of deploying 802.11b wireless service in selected buildings

on campus. The majority of desktop machines have 100 Mbps connectivity to the network. Additionally, the MSU campus network has multiple pairs of dark single-mode and multi-mode fiber connected to each of the campus buildings. MSU also has 1 Gbps connectivity to the desktop locations of a few selected researchers who have requirements for high bandwidth applications.

State Network Connectivity

MSU has an external fiber-based DS3 ATM connection to the State of Montana network. Connectivity through this network supports voice, video, and data connection to state government and three additional campuses of the MSU system located in Billings, Havre, and Great Falls. The state network also affords connections to the four campuses of the University of Montana system and the Office of the Commissioner of Higher Education.

Internet Connectivity

MSU connects to Internet services via a fiber-based, OC-48 circuit, utilizing 200 Mbps of the OC-48 for commodity Internet service. The remainder of the OC-48 is utilized for Internet2 connectivity. Service is provided by the Pacific Northwest GigaPOP in Seattle, Washington. MSU participates in the Northern Tier Networking Consortium to enhance the bandwidth across Montana. MSU also has an arrangement with a local Internet Service Provider that facilitates a wireless emergency backup connection to the campus network for faculty, staff, or students in the event of a major outage of its Internet access services.

Wireless Access

802.11 wireless network capabilities are being integrated into the campus network. Wireless networking is currently available in thirty-five buildings on campus and additional funding from Student Computer Fees will allow MSU to increase the number of deployed access points over the next three years. The wireless network facilitates guest access to the Internet and fully authenticated access to our domain resources for MSU faculty, staff, and students.

MSU currently has a Nortel CS1000M-MG IP-Enabled PBX located in an air-conditioned switch room, powered from a 48 VDC battery bank with approximately ten hours of battery time, backed up by a natural gas-powered generator. The PBX is configured with licensing for 3,696 analog telephones, 2,672 digital telephones, and 8 IP telephones, and is equipped with 142 local digital trunks, 70 long-distance digital trunks, 24 Operator Services digital trunks, and 117 digital tie trunks connecting other state and MSU sites. Campus telephone service is provided throughout the Bozeman campus to every residence hall room, and to classrooms, labs, and other instructional facilities as needed.



PHOTO BY STEPHEN HUNTS

5.A.2 The institution's core collection and related information resources are sufficient to support the curriculum.

5.A.3 Information resources and services are determined by the nature of the institution's educational programs and the locations where programs are offered.

The MSU Libraries is dedicated to supporting the educational programs at a level appropriate to the courses, degrees, and research existing at MSU. This commitment is reflected in the Libraries' Collection Development [Policy](#)⁶ and in the Vendor Approval Plan, which both indicate the collection goals for each division with consideration of areas without any degree major, divisions with undergraduate degree programs only, divisions with master's degree areas, doctoral program divisions, and special collections areas that aim to be comprehensive. These divisions are reviewed regularly as degree programs, course content, and research interests change.

The collection covers the entire spectrum of disciplines taught at MSU. A listing of holdings by Library of Congress (LOC) [classification](#)⁷ shows that the journal collection is particularly strong in the sciences, agriculture, engineering, business, and some areas of medicine as needed by the degree programs offered by MSU. The book collection is strongest in areas of the humanities, reflecting the differing needs of those disciplines.

The Libraries has been successful in leveraging limited resources to expand access to scholarly journals. It is clear that these resources are not yet viewed as sufficient by some faculty and students as reflected in a typical comment from the 2008 LibQual survey, "We have made great strides in gaining electronic access to some important journals, but we currently really suffer from a lack of access to some important resources in my field of optics."

Standard 5.B – Information Resources and Services

5.B.1 Equipment and materials are selected, acquired, organized, and maintained to support the educational program.

Library materials are acquired through an approval plan profile that matches educational program needs with currently published books. This plan is supplemented by the selections of librarians who serve as liaisons with individual colleges, departments, and programs in consultation with faculty in those units. Further, students and faculty may suggest additional materials for purchase. These purchases are processed promptly and made available for use. There is no backlog of materials waiting cataloging or processing.

The library collections are organized by LOC classification number and shelved on open stacks where they are readily available. A 30-year project to reclassify the older collection of materials using the Dewey Decimal Classification (DDC) scheme was completed during 2009, bringing the print collection into one, easy-to-use call-number arrangement.

5.B.2 Library and information resources and services contribute to developing the ability of students, faculty, and staff to use the resources independently and effectively.

Developing library and information skills

Librarians provide instruction and assistance to ensure that students, faculty, and staff are aware of research resources and can effectively and efficiently use online resources, print collections, and information in all other formats. The goal is to have users become self-sufficient through a mix of technology-based instruction and personal, customized assistance.

- Individual librarians serve as liaisons to specific departments and programs, ensuring that resources and services are marketed, effectively used, and integrated into the university curriculum. Librarians conduct course-integrated classroom instruction sessions, collaborating with instructors.
- The Research Assistance Program (RAP) served 233 people during FY 2008, offering customized assistance with library work needed for term papers, course assignments, and research projects.
- The Libraries offers a growing array of online tools that allow users to be increasingly efficient in their use of information resources. Personal interlibrary loan accounts allow for self-management of information requests and personal information, while speeding delivery of electronic items. Electronic course reserves have expanded student access to reserved course materials beyond campus (via proxy server) and beyond the Libraries' open hours. Individual online catalog accounts empower patrons to manage their own library accounts when renewing materials, placing holds, and reviewing materials they have checked out.
- Librarians create online and paper tutorials as well as subject-specific research guides to help distant patrons use electronic research [tools](#).⁸
- Librarians provide point-of-need information, guidance, and technical assistance to students, faculty, staff, and citizens of Montana regardless of location through a variety of new and traditional reference services including Chat and Instant Messaging Reference, providing assistance in real time, through e-mail reference and traditional Reference Desk services in-person and by telephone.
- Library faculty members regularly teach a small number of for-credit courses that provide exploration of library research tools, processes, and concepts. Although they rep-

resent a small number of student contact hours, these classes serve students across the curriculum. The Libraries offers internships for credit and manages practicum experiences.

- The Libraries houses a satellite Writing Center offering assistance from knowledgeable writing tutors and collaboration with reference librarians.

ITC support of student needs

The Libraries and ITC Help Desk are currently exploring opportunities to collaborate and expand Information Technology (IT) related services to students. Beginning fall semester of 2008, on-campus computer hardware repair services were made available to the student population through the ITC Maintenance Shop. This service was developed to provide convenience and quick turnaround when students experience problems with their personally owned laptops, desktops, and printers. Hardware warranty certifications are maintained for Dell and Hewlett Packard equipment; acquisition of Apple certification is currently in process.

Information Technology Support Specialist training

In an effort to address the ever-increasing technology support needs of campus users, ITC developed and initiated an Information Technology Support Specialist (ITSS) training and certification program. This weeklong training program prepares departmental staff to become more self-sufficient and knowledgeable in five areas of technology: personal computer operating systems and hardware, data networking, telephone coordination, and general technology issues. Individuals who complete the program are better equipped to provide basic computer support for their departments and to act as liaisons between their departments and ITC. To date over 150 individuals have completed the training and passed the certification tests.

5.B.3 Policies, regulations, and procedures for systematic development and management of information resources, in all formats, are documented, updated, and made available to the institution's constituents.

Library users may obtain the Collection-Development Policy at any time from the Libraries and [online](#).² Library faculty members are involved in the selection process in their roles as liaisons to assigned subject areas across the curriculum. These faculty members recommend materials for selection and de-selection in their area(s) of assignment and communicate to campus departments about newly acquired materials. Additionally, faculty representatives from each department make recommendations and give input into collection decisions in their disciplines. In both the liaison and the representative roles, faculty members are encouraged to suggest changes to the collection development policies as appropriate

IT polices, developed with input from the technology advisory committees and campus constituents, are available [online](#).¹⁰

5.B.4 Opportunities are provided for faculty, staff, and students to participate in the planning and development of the library and information resources and services.

The **University Library Committee**, appointed by the Provost, is composed of faculty representatives from each of the Colleges, one graduate student, and one undergraduate student. The committee is charged with advising the Libraries and recommending policies and programs to improve and maintain the services of the Libraries.

Independently, individuals from the Libraries meet with representatives of each teaching department to discuss their information needs, disciplinary changes, and research developments. The Libraries encourages faculty, staff, and students to submit suggestions

for improvements, new services, and emerging information needs through paper and online suggestion [forms](#).¹¹

Technology Advisory Committees: To provide a broad-based governance structure for technology, four committees composed of stakeholders from across the institution were created in 2005. These groups provide guidance and input on the strategic vision and implementation of IT infrastructure on campus.

- The Information Technology Governance Council ([ITGC](#))¹²: The purpose of the ITGC is to achieve better cooperation, communication, and coordination among all MSU constituencies concerning all IT services and functions. ITGC provides Executive-Level vision, guidance, governance, and oversight for the overall operation, maintenance, and strategic enhancement of MSU's information technologies, and it establishes IT policies and strategic directions within the policy guidelines of the university.
- University Technology Advisory Committee ([UTAC](#))¹³: UTAC provides advice and policy guidance to MSU on information technology planning, services, and investments necessary to sustain and improve the university's excellence, competitiveness, and cost-effectiveness. UTAC maintains a mid-to-long range perspective and facilitates well-informed campus communication, participation, and dialogue on IT issues, directions, and strategies vital to the future of MSU.
- Academic Technology Advisory Committee ([ATAC](#))¹⁴: ATAC provides advice to the ITGC on academic, teaching, learning, and research technologies. The committee's scope includes advising on technology directions, strategies, policies, plans, priorities, and needs that are vital to sustaining MSU's excellence and competitiveness in teaching, learning, and research programs at all levels and across the university.

- Enterprise Technology Advisory Committee (ETAC)¹⁵: ETAC provides advice and guidance for ITC, and the ETAC subcommittees, for the general operation, maintenance, and strategic enhancement of MSU's broad scope of Enterprise-Level, support-service information technologies. It provides the ITGC with regular reports on the status of all ETAC operations and recommends to the ITGC major policies, procedures, strategic initiatives, and extensive enhancements for its review and endorsement.

5.B.5 Computing and communications services are used to extend the boundaries in obtaining information and data from other sources, including regional, national, and international networks.

Strategic investments have been made to upgrade the campus connectivity to regional and national research and education networks. In January 2007, the campus interface to wide area networks was increased to 2.5 gigabit bandwidth. In addition, MSU is participating in the Northern Tier Networking Consortium with the goal of further enhancing the bandwidth to 10 Gbps by investing in a seamless network from Seattle across Montana to Minneapolis. Deployment of this new network backbone is anticipated early next year. The network will support future growth and expansion as [needed](#).¹⁶

Through funding made available by Montana legislative appropriation, known as House Bill 4 (HB 4), MSU has recently enhanced connectivity to its Agriculture Department Research Centers (ARC). There are seven ARCs dispersed across the state of Montana that rely on network connectivity to support their research capability and provide administrative services. This ARC network affords connection through MSU-Bozeman to Internet 2, the advanced, higher-education, research Internet. Many of these locations are in very rural areas where connectivity is limited and expensive. These locations have, historically, been provided connectivity

through dial-up modems, DSL connections, and remote wireless service. These disparate methods of networking have been difficult to manage and maintain. The enhanced network connections bring each of the remote locations into the MSU campus with 1.5 megabits per second of connectivity in a consistent and consolidated manner, all through the state and university's recently selected network provider. Additionally, HB 4 funding is being used to connect the Western Transportation Institute's (WTI) new location to the MSU campus network. WTI is a university-affiliated, research organization developing, among other things, improved methods of monitoring and controlling traffic flow in urban settings. WTI is directly connected to the university network utilizing high bandwidth fiber optics.

Standard 5.C – Facilities and Access

In 2001-02 the Renne Library underwent an \$8 million renovation that not only brought it up to current building code standards, but also significantly enhanced the building as a space to facilitate student learning and house/access physical and electronic collections. While the building has the same footprint as it did in 1960, the renovation did permit reclaiming approximately 4,500 square feet of space on the third floor that was previously an undeveloped storage space and now serves as a comfortable study area for students, including five group-study rooms. An additional 4,000 square feet of study and public stack space was similarly reclaimed on the fourth floor. A modest 5,000 linear feet of library shelving was added as a result of the renovation, which brought the total to 88,803 linear feet of shelving to house the collection. The renovation made a dramatic and attractive change in the Libraries' spaces and created a number of inviting areas for quiet study and group work. The renovation was not intended

to address the long-term space needs of the Libraries.

The ITC is located in the basement of the Renne Library building with access provided by two separate entrances on the south side of the building. There is no direct public access between the library public space and the ITC. Staff offices and central servers, network, and telephone equipment are the primary occupants of the center's space. ITC has outgrown this facility and has a dire need for additional office space and server space. All available storage areas have been remodeled to house staff, with two and sometimes three people sharing an office. The Administrative Systems Group's fifteen programmers/analysts are housed in Montana Hall due to this shortage of space, and requests from departments to house servers in our central facility are routinely declined due to space constraints. ITC is now working to create a small server room in the basement of the adjacent AJM Johnson Hall to accommodate additional server equipment for both ITC and other departments on campus.

5.C.1 Library and information resources are readily accessible to all students and faculty. These resources and services are sufficient in quality, level, breadth, quantity, and currency to meet the requirements of the educational program.

- The Renne Library is open a total of 100 hours per week during regular semesters while the Creative Arts Library is open for 83 hours.
- The Libraries provides a broad collection of print and electronic resources. This collection has been developed based on a policy to support the university curriculum. Materials in electronic formats are preferred to enable easy access to multiple patrons simultaneously from within the library and remotely.
- Extensive use is made of link-resolving technology that enhances and facilitates accessibility of electronic collections by linking indexes directly with the content itself.



PHOTO BY STEPHEN HUNTS

- The Libraries' website has been significantly rebuilt several times over the past decade with the objective of improving access to library resources for students and faculty.
- An anticipated addition to the Renne Library building has not materialized and is not currently near the top of the list of long-range building plans for the MSU campus.
- The Renne Library is nearly filled to capacity and has been for 25 years. Continuous and strategic weeding of older materials is an ongoing activity. In 2005, 2.5 tons of older journals were discarded as electronic back files replaced them. Other efforts include the de-selection or reclassification of the remaining items classified according to the DDC into the LOC classification scheme. These efforts will yield less space in the future as the collection is pared down to essentials.
- In December 2008, 17,700 linear feet of compact mobile shelving was installed in the basement to temporarily alleviate the pressing over-crowding of the physical collection.
- The Creative Arts Library located in Cheever Hall is also at capacity with regard to physical collections and was aggressively weeded in 2004. Back runs of many journals have been relocated to the main collection in the Renne Library.

IT initiatives completed since the last accreditation report include:

- Creation of a funded Lifecycle Capital Replacement and Enhancement Plan for central IT servers and network equipment;
- Implementation of the Banner administrative system and a recent conversion to an open Linux environment running on an Itanium-based platform;
- Implementation of a student self-service web payment system;
- Creation of an Enterprise IT Security Team to address increasing needs in this area;
- Implementation of an OC-48 Internet2/Internet connection facilitating enhanced academic and research capability;
- Roll-out of 802.11 wireless networking capabilities integrated into the campus network;
- Development of a partner-based governance model for information technology;
- Creation of an IT Strategic [Plan](#).¹⁷

5.C.2 In cases of cooperative arrangements with other library and information resources formal documented agreements are established. These cooperative relationships and externally provided information sources complement rather than substitute for the institution's own adequate and accessible core collection and services.

- MSU hosts a SIRSI integrated library system, which serves as a shared, catalog for six Montana libraries in addition to four MSU libraries. All items in the catalog are available to MSU students via express reciprocal interlibrary loan between these libraries.
- Several key EBSCO databases such as Info Trac Power Search and Business and Company Resource Center are purchased and licensed statewide collaboratively via the Montana State Library.
- Several of the Libraries' subscriptions to core scientific electronic journal packages from

Elsevier, Kluwer, Springer, etc. are accessed through a cooperative agreement with Los Alamos National Laboratory's E-Science Server. The subscriptions are directly negotiated with the publishers or through the Alliance for Information Science and Technology Innovation (AISTI).

- The Libraries' is a founding member of the EPSCoR ESIG consortium of research libraries in EPSCoR states.
- The Libraries participates in the WWAMI Program, a four-state regional medical education network.
- MSU is a member of Online Computer Library Center (OCLC) and participates in the regional Bibliographic Center for Research (BCR) network.

Standard 5.D – Personnel and Management

Organization and structure

The MSU Libraries, headed by a dean and associate dean, functions as a single collegiate unit without departments. The Libraries maintains the relatively flat organizational structure established in a major reorganization in 1993. Currently, reallocation of existing positions is the sole mechanism for the creation of new positions focused on innovative use of information technology. In order to maximize the efficiency of operations, several small library units have been folded into related functional teams and a new team, Digital and Web Services, was created in [2008](#).¹⁸

The ITC was reorganized in 1996 and the organization remained largely the same until 2007. Two outside reviews conducted in 2005 recommended the creation of a Chief Information Officer (CIO) position with a direct reporting line to the President of the university and the allocation of additional resources for academic and research computing. In 2007, a CIO, who reports directly to the President, an Assistant CIO, and Director of Academic Computing were appointed.

The ITC organization includes the Enterprise Security Group and five divisions, each with a director: Academic Computing; Administrative Systems; Business & Finance; Network, Systems, & Operations; and Sales and Support [Services](#).¹⁹

The 2005 outside review of campus IT reported that MSU staffs IT functions at about two-thirds the level of similar institutions. The challenge posed by this relatively low staffing level has been heightened in recent years by our inability to keep our campus IT positions filled. The quality of life in Bozeman is very attractive for potential employees but that is offset by offering mediocre salaries in a high-cost community. The current downturn in the national economy has made us more attractive as an employer, and for the first time in many years, the ITC has all its positions filled.

MSU's budget committee, the University Planning, Budget, and Analysis Committee (UPBAC), made increased IT staffing on campus its highest campus priority for new funding in the upcoming biennium. Given the recent downturn in Montana's economy, that new funding is not likely to materialize, but the direction recommended by the campus budget committee bodes well for the future of IT initiatives on campus.

5.D.1 The institution employs a sufficient number of library and information resources staff to provide assistance to users of the library and to students at other learning resources sites.

The Libraries' staff consists of 18 (17.75 FTE) librarians/faculty, 34 (31.75 FTE) classified staff, 2 (1.9 FTE) professionals, and 10 FTE student assistants. A development officer for the Libraries is funded in part by the MSU Foundation. The Libraries' staffing levels are slightly below the average for academic libraries in the region. Among this group, MSU is the only institution recognized for "very high research activity" by the Carnegie Foundation. This level of staffing is admittedly thin, but internal reallocations have been effective in refocusing the staff on priority activities like

innovation, student instruction, and access to information resources.

5.D.2 Library and information resources staff include qualified professional and technical support staff, with required specific competencies, whose responsibilities are clearly defined.

The Libraries has a faculty and staff of excellent quality. All faculty members hold a master's degree, generally in Library Science, Information Science, or the equivalent degree from an American Library Association accredited program. Many faculty members also hold second graduate degrees in specific subject areas. Curriculum vitae for faculty members are available [online](#).²⁰ The Libraries employs a system of departmental and disciplinary liaisons, whereby librarians assume responsibility for coordinating with departmental faculty on matters of instruction, collection development, and services to students across the curriculum. A list of liaison assignments may also be found [online](#).²¹ Additional competencies in the areas of electronic resources, digital collections, Web services, instruction, and outreach have been recruited or developed during the last decade. Each member of the staff, including support staff, has a detailed position description that is reviewed annually to ensure that it is current and relevant.

ITC employs a dedicated group of highly qualified staff. Role descriptions for the senior management team can be found [online](#).²² Where certifications are appropriate, ITC encourages staff and provides support for acquiring them.

5.D.3 The institution provides opportunities for professional growth for library and information resources professional staff.

The Libraries' administration provides professional leave time and travel funds for each faculty member and the professional staff to attend conferences for the purpose of professional development and/or presentation of

their research. Support staff may also request travel funding to support their career development. The Libraries' Leadership, Education, Ability, Potential (LEAP) program was inaugurated in 2007 to provide a coordinated and focused approach to staff training and career development. All members of the Libraries' staff are encouraged to continue building their skills to meet the challenges of a changed information landscape.

5.D.4 Library and information resources and services are organized to support the accomplishment of institutional mission and goals. Organizational arrangements recognize the need for service linkage among complementary resource bases (e.g., libraries, computing facilities, instructional media and telecommunication centers).

Librarians and technologists are part of the shared governance structure at MSU and participate in developing the institutional mission and goals as well as in working to accomplish them. Each of the major providers of information and technology services also participates in a variety of governance groups to help shape the planning, budgeting, and oversight of these key services. The four technology advisory committees—ITGC, UTAC, ATAC, and ETAC—are key forums for discussions of the IT infrastructure on the MSU campus.

In recognition of the changing nature of scholarly information, representatives of the Libraries, ITC, Academic Computing, and the Burns Technology Center meet regularly as the Electronic Management Group to coordinate efforts and work toward shared goals. As courses and scholarly information have become increasingly web-delivered and online research collaborations proliferate, it is important to build this collaborative approach to meet the information and technology needs of the academic community.

5.D.5 The institution consults library and information resources staff in curriculum development.

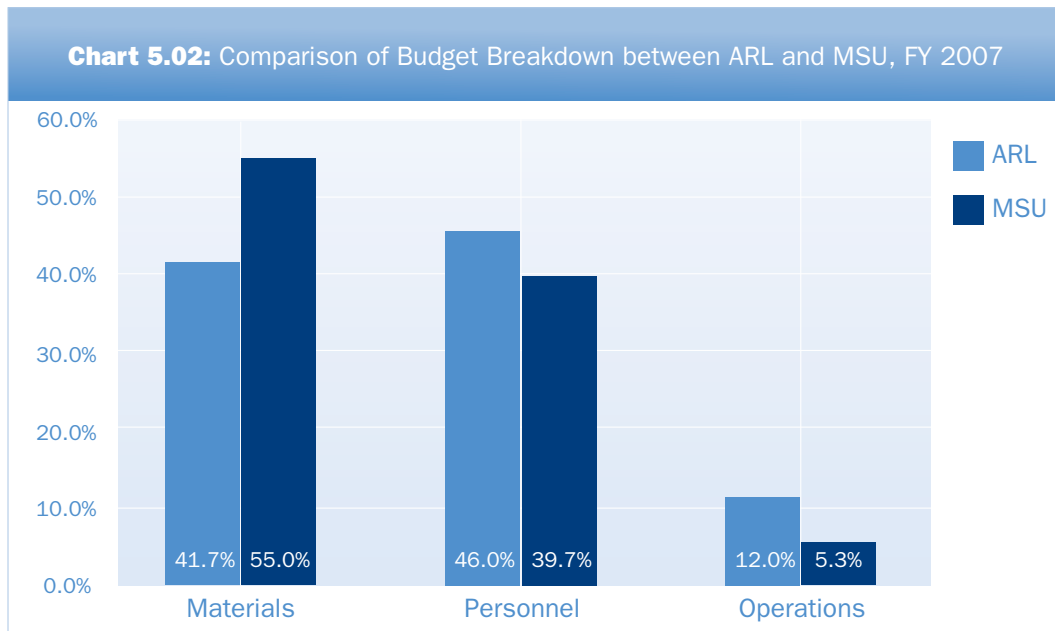
- The Libraries has an ex-officio representative on the Undergraduate Curriculum Committee, the body that approves all new undergraduate courses added to the curriculum. This allows the Libraries a strong consultative role in the approval process regarding all new program, major, and course proposals.
- While a library administrator is invited to attend and observe the Graduate Council's meetings, where graduate education curriculum decisions are made, the Libraries does not have a representative on this body.
- A librarian serves on the MSU Teaching and Learning Committee, which promotes good teaching practices on campus.
- Library faculty members serve on various academic and MSU governance committees across campus such as Faculty Senate, Faculty Affairs Committee, Women's and Gender Studies Minor Committee, and University Web Advisory Committee.
- The Extended University through the Burns Technology Center facilitates the delivery of distance education, working directly with faculty developing online curricula.

5.D.6 The institution provides sufficient financial support for library and information resources and services, and for their maintenance and security.

The Libraries' materials budget has improved substantially over the past decade. The single most effective improvement has been the treatment of inflation for library materials, particularly journal subscriptions, as an overhead cost. Since 2002, base budget additions have been made for inflation. The Libraries is no longer forced to cancel sub-

scriptions each year in order to cover the inflationary costs that eroded their buying power. Annual support from the Office of Research, which is also inflation indexed, has allowed for the purchase of online journals and databases in support of research activities, making MSU researchers more competitive in securing research funding. The Libraries' budget has become more stable and predictable, but it does not allow for expanding the

journal collection. This is clearly reflected in the 2004 and 2008 LibQual responses from faculty who found the Libraries inadequate in providing all the "print or electronic journal collections I require for my work." The monographic collection grew last year by 5,700 titles, and many of these purchases were made with external funds from endowments. Most requests to purchase books can be and are readily accommodated.



In comparison with the member libraries of the Association for Research Libraries (ARL), MSU's Libraries spends a larger than average portion, but a much smaller dollar amount, of its budget for library materials and electronic resources and less than average on both personnel and operations. Given the growing demand for information resources, the Libraries protects the budget for materials in tight financial times by operating as efficiently as possible. The Libraries leverages its limited resources to deliver as much value as possible, returning high value for each dollar invested in the Libraries. Even so, it is clear that the Libraries' operations are chronically under-funded.

The ITC and MSU administration developed a Lifecycle Capital Replacement and Enhancement Plan in 2003 that provides ongoing funding for scheduled replacement of central servers, storage devices, and networking equipment. MSU's central servers and storage area networks are replaced every four years under this plan, and network switches and routers are on a seven-year replacement cycle. Four-year warranties and on-site maintenance contracts are also included and funded with all new server and storage purchases. The recent conversion and upgrade of the Banner central administrative system from an Alpha chip Tru-64 Unix platform to an open Linux platform running on Itanium chips was made possible by this plan.

Funding for IT on campus has been relatively stable and secure. The State of Montana's budget office has allowed inflationary calculations on fixed-cost items (e.g., software maintenance contracts) to exceed the regular CPI rates. These increases have typically been funded with a mixture of state appropriation and tuition increases. In addition to the Lifecycle Capital Replacement Plan, student fees provide two additional opportunities for campus IT funding. Both the Computer Fee Allocation Committee (CFAC) and the Equipment Fee Allocation Committee (EFAC) distribute a significant amount of money to campus IT initiatives annually. Students have been supportive of inflationary increases on each of these fees and, given that enrollments have remained relatively stable, the fees have generated adequate revenue. The reorganization of MSU's IT governance structure in 2007 resulted in the creation of the ITGC. That group consists of four MSU Vice Presidents, two of whom are the chair and vice chair of the UPBAC. The ITGC has given IT funding issues good visibility during campus budget committee meetings. In the most recent MSU request for new funding made to the Montana University System Board of Regents (BOR), new IT positions were the highest priority item.

Standard 5.E – Planning and Evaluation

5.E.1 The institution has a planning process that involves users, library and information resource staff, faculty, and administrators.

The Libraries' formal Administrative Strategic Plan²³ includes statements of mission, vision, and values. A Five-year Vision Statement²⁴ developed by the Library Team Leaders in 2007 augments this plan. The Libraries' plan is guided by MSU's planning process and is informed by significant input from both students and faculty members. A formal survey asking the university community to assess the quality of the Libraries has

been conducted twice during the last decade, in 2004 and 2008. The LibQual instrument is administered by the ARL and is used in hundreds of academic libraries in North America.²⁵ In 2007 the Student Marketing Club was engaged to conduct a survey on the information gathering habits of high-school seniors, MSU undergraduates, and faculty members.²⁶ Informal input is solicited from major stakeholders throughout each academic year in the form of departmental meetings, meetings with student leaders, advice from the University Library Committee, and both online and paper suggestion forms. In 2007 the Libraries began experimenting with planning processes that more fully engaged the entire staff of the Libraries in planning. Beginning with the pressing issue of utilization of limited space, a consultant has assisted in conducting structured interviews and focus groups on space planning. It is expected that a more broad-based internal Libraries planning process will be based on this work.

An IT Strategic Plan was developed by UTAC for all areas of information technology on campus.²⁷ This plan focuses on increasing accountability, increasing services for faculty and students, and addressing needs of the research community for IT services.

5.E.2 The institution, in its planning, recognizes the need for management and technical linkages among information resource bases (e.g., libraries, instructional computing, media production and distribution centers, and telecommunications networks).

There is a growing dependence on campus cyber-infrastructure in all critical teaching, learning, and research endeavors of the institution. In recognition of the needs of students and teachers alike, wireless networking capabilities are being integrated into the campus network. Currently, there is network access in 35 MSU buildings with plans to expand coverage throughout campus. The demand for bandwidth and Internet connectivity continues to grow.

In response to the complex planning needs of information technology, MSU created the system of advisory committees outlined in **Standard 5.4.B**. In addition, there is a growing collaboration between technologists and librarians. The Electronic Management Group meets several times each semester to work toward common goals in improving the technical environment. Better integration of course management software, improved identity management, and coordinated planning are a few of the topics

Student use of the Global Student Computing Labs continues to grow as new services and software packages are made available. In 2006, 11,000 students made use of one or more of the ten student labs.

5.E.3 The institution regularly and systematically evaluates the quality, adequacy, and utilization of its library and information resources and services, including those provided through cooperative arrangements, and at all locations where courses, programs, or degrees are offered. The institution uses the results of the evaluations to improve the effectiveness of these resources.

A comprehensive ITC customer-satisfaction survey completed in 2005 during the Edutech review process showed a high level of user satisfaction with the services provided. Results from 624 respondents showed that over 76 percent of those who had an opinion were either satisfied or very satisfied with the computing environment at MSU, including student computing labs, electronic e-mail, the campus network, telephone services, Help Desk consulting, the MSU website, and the Banner administrative information systems. Full survey results can be found in **Exhibit 5-d**.

The MSU Libraries combines formal assessment of the quality of library collections and services through LibQual with less formal data gathering in focus groups, online and paper suggestion opportunities, and routine liaison contacts with departments across campus. In response to the 2008 LibQual survey, students expressed high levels of sat-

isfaction with library services and facilities. Undergraduate students found that all aspects of the Libraries, including collections, met their needs. Faculty and graduate students likewise indicated high levels of satisfaction with library services while expressing a desire for more print and electronic collections. The 2004 LibQual data noted two areas in which the library did not meet the perceived minimum needs of the respondents: “Printed materials I need for my work” (item IC3) and “Print and/or electronic journal collections I need for my work” (item IC8). The 2008 LibQual survey found that only the journal collections were perceived as below minimum and that the gap was smaller than in 2004. The MSU Libraries’ services and public spaces were rated highly, well above the desired minimums, in both surveys.

Standard 5 – Summary and Analysis

Strengths

- The MSU Libraries provides good value to students and researchers through its collections and services, contributing to student success and research productivity.
- MSU’s budget committee (UPBAC) has recognized improved funding of IT across campus as a priority investment that would generate a valuable return in terms of learning and research.
- Funding of Libraries’ annual collection inflation since 2001 has provided a more predictable budget that allows for annual continuation of subscriptions, licenses, and access to essential information resources.
- The Lifecycle Capital Replacement and Enhancement Plan allows for scheduled replacement of central IT servers and network equipment.

Challenges

- MSU has strengthened its research programs and been recognized by the Carnegie

Foundation as a “very high research” institution. To adequately support this enhanced research activity, further investments in both the information technology infrastructure and the Libraries are needed.

- The Information Technology Center and the Libraries do not have adequate space to house current or future staff, collections, infrastructure and services. Planning for space improvements is a critical element to meeting the information and technology needs of MSU.

Standard 5 – Supporting Documentation

Required Exhibits

1. Printed materials that describe for students the hours and services of learning resources facilities such as libraries, computer labs, and audio-visual facilities.
 - a. Hours and services on Libraries Home page: <http://www.montana.edu/accreditation/accredLinks/st5/www.lib.montana.edu/>
 - b. Location and hours of student computer labs: <http://www.montana.edu/accreditation/accredLinks/st5/grey-wulff.msu.montana.edu/wordpress/index.php>
 - c. Information Technology Center services: <http://www.montana.edu/accreditation/accredLinks/st5/www.montana.edu/wwwitc>
2. Policies, regulations, and procedures for the development and management of library and information resources, including collection development and weeding.
 - a. Purchase request form and link to the collection development policy: <http://www.montana.edu/accreditation/accredLinks/st5/www.lib.montana.edu/forms/purchaserequest.php>
3. Statistics on use of library and other learning resources.
 - a. Webpage statistical profile: <http://www.montana.edu/accreditation/accredLinks/st5/www.lib.montana.edu/about/statprofile.php>
 - b. Library usage: <http://www.montana.edu/accreditation/accredLinks/st5/www.lib.montana.edu/about/statprofile.php>
4. Statistics on library collection and inventory of other learning resources.
 - a. Webpage statistical profile: <http://www.montana.edu/accreditation/accredLinks/st5/www.lib.montana.edu/about/statprofile.php>
5. Assessment measurements utilized to determine the adequacy of facilities for the goals of the library and information resources and services.
 - a. LibQual 2004: <http://www.montana.edu/accreditation/accredLinks/st5/shares.lib.montana.edu/staff/administration/login.html>
 - b. Marketing Club Survey: <http://www.montana.edu/accreditation/accredLinks/st5/www.lib.montana.edu/accreditation/>
 - c. IT Satisfaction Survey
 - d. Report of the Internet2 Campus Expectations Task Force (CETF): <http://www.montana.edu/accreditation/accredLinks/st5/www.lib.montana.edu/accreditation/>
6. Assessment measures to determine the adequacy of holdings, information resources, and services to support the educational programs both on and off campus.
 - a. LibQual 2004: <http://www.montana.edu/accreditation/accredLinks/st5/shares.lib.montana.edu/staff/administration/login.html>
7. Data regarding number and assignments of library staff.
 - a. Library staff directory: <http://www.montana.edu/accreditation/accredLinks/st5/www.lib.montana.edu/people/>

- b. Information Technology Center staff: <http://www.montana.edu/accreditation/accredLinks/st5/www.montana.edu/wwwitc/staff.html>
8. Chart showing the organizational arrangements for managing libraries and other information resources (e.g., computing facilities, instructional media, and telecommunication centers).
- a. Library organization chart: <http://www.montana.edu/accreditation/accredLinks/st5/www.lib.montana.edu/about/libraryorgchart.pdf>
- b. Information Technology organization chart: <http://www.montana.edu/accreditation/accredLinks/st5/www.montana.edu/wwwitc/OrgAugust08.pdf>
9. Comprehensive budget(s) for library and information resources.
- a. Library budget
- b. ITC budget
10. Vitae of professional library staff.
- a. Librarians' vitae: <http://www.montana.edu/accreditation/accredLinks/st5/www.lib.montana.edu/people/vitae.php>
11. Formal, written agreements with other libraries.
- a. OMNI contracts
12. Computer usage statistics related to the retrieval of library resources.
- a. Use of electronic resources: <http://www.lib.montana.edu/accreditation/>
13. Printed information describing user services provided by the computing facility.
- a. ITC home page: <http://www.montana.edu/accreditation/accredLinks/st5/www.montana.edu/wwwitc/index.html>
14. Studies or documents describing the evaluation of library and information resources.
- a. <http://www.montana.edu/accreditation/accredLinks/st5/www.lib.montana.edu/accreditation/>
- b. Marketing Club Survey: <http://www.montana.edu/accreditation/accredLinks/st5/www.lib.montana.edu/accreditation/>

Additional

15. MSU Computing Security Policies: <http://www.montana.edu/accreditation/accredLinks/st5/www.montana.edu/itsecurity/>
16. ITC Acceptable Use Policy: <http://www.montana.edu/accreditation/accredLinks/st5/www.montana.edu/resnet/aup.php>
17. MSU Libraries Mission and Plan: <http://www.montana.edu/accreditation/accredLinks/st5/www.lib.montana.edu/about/strategicplan.php>
- 17a. MSU Libraries Five-year Vision and Plan: <http://www.montana.edu/accreditation/accredLinks/st5/www.lib.montana.edu/accreditation/>
18. LIBR 121 course webpage: <http://www.montana.edu/accreditation/accredLinks/st5/http://www.lib.montana.edu/~tdonahue/libr121/>
19. Online library tutorials: <http://www.montana.edu/accreditation/accredLinks/st5/www.lib.montana.edu/tutorials/>
20. MSU Campus Network Strategic Plan: http://www.montana.edu/accreditation/accredLinks/st5/www.montana.edu/wwwitc/pdfs/MSU_Information_Technology_Strategic_Plan.pdf

Endnotes for Standard 5

- ¹ <http://www.lib.montana.edu/accreditation/>
- ² <http://www.lib.montana.edu/accreditation/>
- ³ <http://www.lib.montana.edu/accreditation/>
- ⁴ <http://www.lib.montana.edu/forms/purchaserequest.php>
- ⁵ <http://etd.lib.montana.edu/etd/view/>
- ⁶ <http://www.lib.montana.edu/about/policy.pdf>
- ⁷ <http://www.lib.montana.edu/accreditation/>
- ⁸ <http://www.lib.montana.edu/tutorials/>
- ⁹ <http://www.lib.montana.edu/about/policy.pdf>
- ¹⁰ <http://www2.montana.edu/policy/>
- ¹¹ <http://www.lib.montana.edu/forms/purchaserequest.php>
- ¹² <http://www.montana.edu/opa/coms/itgov.html>
- ¹³ <http://www.montana.edu/opa/coms/utac.html>
- ¹⁴ <http://www.montana.edu/opa/coms/atac.html>
- ¹⁵ <http://www.montana.edu/opa/coms/etac.html>
- ¹⁶ http://www.montana.edu/wwwitc/pdfs/MSU_Information_Technology_Strategic_Plan.pdf
- ¹⁷ http://www.montana.edu/wwwitc/pdfs/MSU_Information_Technology_Strategic_Plan.pdf
- ¹⁸ <http://www.lib.montana.edu/about/libraryorgchart.pdf>
- ¹⁹ <http://www.montana.edu/wwwitc/OrgAugust08.pdf>
- ²⁰ <http://www.lib.montana.edu/people/vitae.php>
- ²¹ <http://www.lib.montana.edu/instruction/liaisons.php>
- ²² <http://www.montana.edu/wwwitc/directors.html>
- ²³ <http://www.lib.montana.edu/about/strategicplan.php>
- ²⁴ <http://www.lib.montana.edu/accreditation/>
- ²⁵ <http://www.lib.montana.edu/accreditation/>
- ²⁶ <http://www.lib.montana.edu/accreditation/>
- ²⁷ http://www.montana.edu/wwwitc/pdfs/MSU_Information_Technology_Strategic_Plan.pdf

Governance and Administration

6

Open, Transparent, and Shared Governance



6 Governance and Administration

Open, Transparent, and Shared Governance



PHOTO BY KELLY GORHAM

Standard 6.A – Governance System

The institution's system of governance facilitates the successful accomplishment of its mission and goals.

Background

Under Article X, Section 9 of the Montana Constitution, the governance and control of the Montana University System (MUS) are vested exclusively in the MUS Board of Regents (BOR). The BOR possesses full authority and responsibility to supervise, coordinate, and manage public higher education in Montana. The MUS consists of the campuses of Montana State University (MSU) and the University of Montana (UM). In addition, the BOR exercises oversight of

Montana's three non-tribal community colleges: Miles Community College, Dawson Community College, and Flathead Valley Community College.

MSU in Bozeman is the lead institution of MSU which is comprised of four campuses: Bozeman (MSU), Billings (MSU-Billings), Havre (MSU-Northern), and Great Falls College of Technology (Great Falls COT). The four units were joined as MSU in July, 1994. This incorporation was part of the MUS restructuring that created a dual university structure with multiple campuses affiliated with MSU and with UM. In 1989, the Legislature amended state statutes to vest general administrative oversight and supervision of public post-secondary vocational-technical education with the BOR. These units subsequently became Colleges of Technology. The presidents of MSU and UM report to the

Commissioner of Higher Education (CHE), who reports to the BOR. The Chief Executive Officers (CEOs) of MSU-Northern, MSU-Billings and the Great Falls COT report to the President of MSU.

6.A.1 The system of governance ensures that the authority, responsibilities, and relationships among and between the governing board, administrators, faculty, staff, and students are clearly described in a constitution, charter, by-laws, or equivalent policy document.

The MUS is governed first by the Montana Constitution's Article X; that section is then implemented in state statutes, Montana Code Annotated §§ 20-25-101 through 20-25-1310. Article X establishes the governance and control of the MUS in the BOR. The statutes establish the university units, the administration of the university system, including the BOR powers and [duties](#),^{1, 12} and other matters related to governance of the MUS.

The BOR also has adopted policies which provide further definition for the governance of the MUS [units](#).² Law and policies also delegate substantial authority to the presidents of MSU and UM for the day-to-day operations of their respective institutions (§ 20-25-305 Montana Code Annotated). Finally, MSU has adopted many policies and procedures that define the governance of MSU, including the authority, responsibilities, and relationships among and between the administrators, faculty, staff, and students. MSU's Policy Manual is found [online](#).³

6.A.2 The governing board, administrators, faculty, staff, and students understand and fulfill their respective roles as set forth by the governance system's official documents.

There are a variety of channels through which roles and responsibilities are communicated to faculty, staff, and students to help them understand their respective roles and responsibilities as provided in law, policies, and procedures.

BOR and MSU policies are posted online. Further, MSU posts all new policies for review and comment before they are [finalized](#).⁴ Training is also conducted by legal counsel, Human Resources, and Affirmative Action to ensure department heads and other supervisory personnel are aware of policy requirements.

A new program, Leadership MSU, has been initiated to raise understanding of different units within MSU, what they do and how they work together to ensure MSU fulfills its [mission](#).⁵ The program lasts months, with approximately 25 members in each year's class. The curriculum includes information on respective roles and responsibilities.

The recent survey of faculty administered as part of this self-study suggests that many faculty members do not believe that they have sufficient information about some aspects of governance at MSU. Fifty-four percent of respondents did not believe they have adequate information about major MSU decisions and forty-eight percent did not believe they had adequate information about the Commissioner's Office or the BOR.

6.A.3 The system of governance makes provision for the consideration of faculty, student, and staff views and judgments in those matters in which these constituencies have a direct and reasonable interest.

MSU has historically embraced shared governance and has reinforced its commitment to shared governance over the past decade. Through this active practice of shared governance, MSU's administration solicits and welcomes faculty, student, and employee input on any topic.

MSU's formal shared governance structure operates through the organizations representing each campus constituency: Faculty Senate, Professional Council, Staff Senate, and Associated Students of Montana State University (ASMSU). The processes through which these organizations participate in the shared governance of the institution are described in **Standards 6D, 6E, and 6F**. Furthermore, representatives from each

constituency meet weekly to communicate shared interests and concerns in a new committee, the Association of Shared Governance Leaders (ASGL).

6.A.4 In a multi-unit governance system, the division of authority and responsibility between the central system office and the institution is clearly delineated. System policies, regulations and procedures concerning the institution are clearly defined and equitably administered.

As described in the background to this section, the BOR possesses full authority and responsibility to supervise and manage public higher education in the state of Montana. As also described above, the MUS is a multi-unit system composed of two units, MSU and UM. BOR policies covering the authority and responsibility between the BOR, Office of the Commissioner of Higher Education (OCHE), and the individual institutions and units are found [online](#).⁶ Also see response to **Standard 6.A.1**.

As noted earlier, MSU itself is a multi-unit system. Board policy 205.2.1 establishes the reporting relationship of the CEOs of MSU-Northern, MSU-Billings and Great Falls COT to the President of MSU. Often information from the OCHE flows to the campuses through the President and then onto the CEOs of the affiliate institutions. At other times, communications come from the OCHE to the President and the affiliate institutions simultaneously. Note that the various MSU campuses have chosen to apply separately for accreditation.

MUS policies and procedures are established through the BOR's process of review and approval. This process includes three levels of review, conducted at separate, sequential meetings. All meeting agendas are posted in advance, and time is provided at each meeting for comment on the agenda items, both from the campus representatives and the public. Adopted policies are then posted on the MSU website and incorporated into policy training held for campus staff and administrators.

Standard 6.B – Governing Board

The BOR is created by the Montana Constitution Article X § 9, saying it has “full power, responsibility and authority to supervise, coordinate, manage and control the Montana university [system](#).”² As part of these duties it selects CEOs, considers the mission of the institutions in the university system, oversees funding, and exercises broad-based oversight to ensure compliance with BOR policies and procedures as described further below.

6.B.1 The board includes adequate representation of the public interest and/or the diverse elements of the institution's constituencies and does not include a predominant representation by employees of the institution.

Membership on the BOR is established by the Montana Constitution and statutes (Montana Constitution Article X § 9 and § 2-15-1508, Montana Code Annotated). The board consists of seven members appointed by the governor and confirmed by the Montana Senate. Not more than four may be from one congressional district⁸ and not more than four may be affiliated with the same political party. One of the members of the board must be a registered, full-time student at a unit of higher education under jurisdiction of the BOR and appointed by the governor. BOR members serve for staggered terms of seven years except for the student member who serves for a term of one year; the student member may be reappointed for successive terms if re-nominated by a BOR-designated student organization and approved by the Governor. The student membership is not subject to the congressional district or political party constraints referred to above. The chair is chosen from the appointed members by vote of the BOR. Vacancies are filled for the remainder of an unfilled term. The Governor, Superintendent of Public Instruction, and CHE are ex-officio, non-voting members of the BOR. Other than this role of the Commissioner, there are no MUS employees on the Board, nor have there

been historically. If a vacancy occurs, the Governor appoints an individual to complete the remainder of the unfilled term. Current members of the BOR are found [online](#).²

6.B.2 The board acts only as a committee of the whole. No member or subcommittee of the board acts in place of the board except by formal delegation of authority.

The creation, membership, and operating rules of the BOR are listed in its [bylaws](#).¹⁰ The bylaws establish the board's mode of operation: it operates through meetings using Roberts Rules of Order. Items before the BOR are decided by majority vote of the members present, and a quorum consists of a majority of the appointed members. Items are brought before the BOR in accordance with procedures in the bylaws. Agenda, agenda items, minutes, and summaries of BOR meetings can be reviewed on the BOR [website](#).¹¹ There are four standing committees of the Board: Academic and Student Affairs; Administrative, Budget, and Audit Oversight Committee; Staff and Compensation Committee; and Workforce, Research, and Economic Development Committee. Committee assignments of the BOR are found [online](#).¹²

6.B.3 The duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the board are clearly defined in a published policy document.

The Montana Constitution, Article X creates the BOR to be responsible for the “government and control” of the university system. State [statutes](#)^{13, 13.2} further define the duties and responsibilities of the BOR. The BOR Policies and Procedures Manual provides more detail, covering the following subjects: governance and organization, academic affairs, research and public service, student affairs, planning, personnel, compensation, financial affairs, physical plant, athletics, and information [technology](#).¹⁴ The BOR has a code of expectations that is based on valuing service above self, and a code of conduct that will reflect honor upon the MUS. The code was approved in 2003, and can be found [online](#).¹⁵ The manual also includes the BOR Conflict of Interest Policy, which includes references to the Montana State Ethics Statutes applicable to state employees, including employees of MSU.

The BOR conducts public meetings every other month, with two of the meetings held after the Board of Education meeting, which is comprised of the BOR and the Board of Public Education. Meetings are held in Helena, on campuses of the MUS, community colleges, and tribal colleges.

The meeting schedule is posted [online](#).¹⁶

In each meeting, the BOR has specific times scheduled on the agenda to meet separately with faculty representatives, student representatives, and staff representatives from each of the campuses. In addition, each meeting includes a public comment time for additional input from members of the public. All meeting agendas and minutes of the BOR are posted on the MUS [website](#),¹⁷ as are the reports and submission documents that support agenda items.



6.B.4 Consistent with established board policy, the board selects, appoints, and regularly evaluates the chief executive officer.

Under state constitutional mandate, the BOR appoints a CHE as the chief administrative officer of the MUS; the policy for appointing the Commissioner is located [online](#)¹⁸ and is publicly accessible. The responsibilities of the Commissioner are also enumerated [online](#).¹⁹

The President of MSU is appointed by the BOR, on recommendation of a Presidential Search and Screening Committee and the advice of the Commissioner, as indicated by BOR [policy](#).²⁰ The BOR and OCHE are responsible for the supervision of the CEO, and they annually evaluate the performance of the President in accordance with BOR Policy § 702.5.

6.B.5 The board regularly reviews and approves the institution's mission. It approves all major academic, vocational, and technical programs of study, degrees, certificates, and diplomas. It approves major substantive changes in institutional mission, policies, and programs.

BOR Policy § 219²¹ requires the BOR to review each MUS campus's Mission Statement every three years. Further, the BOR must approve any changes in the Mission Statements and maintain current copies of such statements.

All major academic program changes, including degrees, certificates, and diplomas, are forwarded to the Commissioner, who then formulates a recommendation to the BOR. BOR approval is also required for substantive changes in institutional mission, policies, and programs.

BOR Policy § 303.1 provides detailed requirements for any curriculum proposals as follows: all new post-secondary educational programs (i.e., degrees, majors, minors, options, and certificates), substantive changes in those programs, delivery of programs in a distance format, changes in organizational

structure, and revision of institutional mission must be reviewed and approved by the BOR. The amount of review and approval shall be determined by the Level I and Level II procedures adopted by the board; that review begins with the Academic and Student Affairs Committee of the [board](#).²²

The Policy contains detailed procedures for presentation to the board. Academic degree programs are reviewed by each unit every seven years or as needed. The CHE coordinates such reviews and reports findings to the BOR. The Board Policy and Procedures [Manual](#)²³ provides protection to students whose programs are terminated. Should a program be terminated, provisions are made to ensure that students who began majors in that program can complete them. A program moratorium may be imposed, so that the program remains in the catalog, but the institution suspends admission to the program. In some cases a program may be withdrawn, so that the program is not mentioned in the catalog, but advisors continue to work with current students to enable them to complete the course of study they began.

6.B.6 The board regularly evaluates its performance and revises, as necessary, its policies to demonstrate to its constituencies that it carries out its responsibilities in an effective and efficient manner.

The BOR periodically evaluates itself. For example, in September 2008, a full-day session of the board led by a nationally-recognized facilitator was held for the purpose of self-evaluation. The board also periodically reviews its policies to determine whether they need to be modified. The CHE initiated a full review of all BOR policies in October 2008, for completion in 2009.

In addition, in 2006, the BOR adopted a comprehensive strategic [plan](#)²⁴ that sets forth the priorities of the board. This plan guides key decision making by the board, including the development and prioritization of budget requests for each legislative session. The BOR periodically reviews and revises the strategic

plan, which is used as a tool to which actual performance may be compared. In 2004, the BOR adopted a set of Shared Leadership Goals, which were developed through an extensive process of collaborative efforts with policy and community leaders across the state. These goals have been adopted by the interim Postsecondary Education Policy and Budget subcommittee (PEPB), and continue to serve as accountability measures for the MUS. These goals (which are currently in the process of being updated) are found [online](#).²⁵

6.B.7 The board ensures that the institution is organized and staffed to reflect its mission, size, and complexity. It approves an academic and administrative structure or organization to which it delegates the responsibility for effective and efficient management.

The designation and purpose of MSU is established by statute in §§ 20-25-221 through 224, Montana Code Annotated (2007). The statutes establish the basic organization of the institution. BOR policy § 218, Governance and Organization, further establishes BOR oversight of the institutional organization. With regard to staffing, the BOR oversees the budget of MSU,²⁶ which includes staffing levels and compensation costs. In recent years, because of very low unemployment in the Bozeman area, many vacant or new positions at MSU were difficult to fill—particularly lower-level classified positions. This staffing concern is discussed in more detail in **Standard 6.C.9**.

6.B.8 The board approves the annual budget and the long-range financial plan, and reviews periodic fiscal audit reports.

The BOR approves the biennial and annual budgets for each campus and the periodic fiscal audit report, as provided in the BOR policies on fiscal [affairs](#).²⁷

6.B.9 The board is knowledgeable of the institution's accreditation status and is involved, as appropriate, in the accrediting process.

The BOR is kept informed of the accreditation process. The self-study document is submitted to the CHE, along with all evaluation reports. The CHE is also notified of all site visits by accreditation agencies. A report to the BOR on the self-study document and subsequent findings is prepared by the CHE.

Standard 6.C – Leadership and Management

The current President of MSU initiated a new strategic planning process in 2001 with a two-day retreat of senior and middle management, representatives of the student body, faculty, professional and classified staff, and leaders within the local community. The product of this retreat was then expanded into a detailed Five-year Vision Document with actions, timelines, and performance measures. The plan is revised every year in a progress review process conducted by the Strategic Planning Committee (SPC). The Five-year Vision Document serves as a guide in MSU's decision-making process, and focuses campus efforts on the priority goals. The plan is posted on the MSU [website](#).²⁸ President Gamble devoted his Spring Campus Address in 2008 to highlighting the plan and asking the MSU community to consider new ways they can support the plan and contribute to goal accomplishment in the short term along with realizing MSU's vision in the long term.

President Gamble has consistently placed a high priority on a number of guiding principles, which he has emphasized routinely and consistently through his talks and public statements. They have been characteristic of his decision making and have become embedded in the fabric of MSU. They are as follows:

- The land-grant mission, including the Montana Agricultural Experiment Stations (MAES) and Extension, will be recognized as essential and as playing a critical role in MSU's ability to serve the state of Montana.
- Budgeting will not be based on miracles; MSU will have cash in hand before projects are begun.
- Decisions will be informed by data. MSU will hold itself accountable to the public, and operations and decision making will be transparent to the public.
- The university will value the contributions of all employees, wherever they work.
- The entire university community will be responsible for working with the President to support the success of every student.

As a part of the work to institutionalize shared governance, the President created the University Planning, Budget, and Analysis Committee (UPBAC), which meets periodically and makes recommendations to the President on MSU's operating budget and suggests revisions as necessary during the budget year. A description of UPBAC's mission, staffing, and operations are found [online](#).²⁹ MSU senior leadership maintains close contact with the faculty, professional, and staff senates. The Provost and Senior Vice Provost regularly attend Faculty Senate meetings, and weekly meetings are held between Faculty Senate leaders, the President, and other senior leaders. In addition, the President's Executive [Council](#)³⁰ meets weekly, and is composed of MSU leaders who report directly to the President. The President meets twice a year with the President's Advisory Council (PAC), which is composed of three Executive Board members appointed by the Governor and other community leaders in Montana. The President also meets twice a year with the Council of Elders, which is composed of tribal leaders from across the state. Each college also has advisory councils, as does MAES, Extension, Museum of the Rockies, and a number of individual MSU research centers. All of these external advisory groups serve to

inform the MSU leadership with insights and perspectives that are representative of public constituencies.

The senior leadership of MSU consists of the Provost and Vice President for (VP) Academic Affairs; the VP Research, Creativity, and Technology Transfer; the VP Student Affairs; the VP Administration and Finance; the VP Planning and Chief Information Officer (CIO); and the VP Communications and Public Affairs. The Provost serves as the CEO when the President is [unavailable](#).³¹ This group meets weekly with the President and Legal Counsel. Over the last four years, MSU has also been engaged in the development of an Integrated Marketing Plan. Initial work was done with a consultant to articulate the values of MSU, define its culture, and identify its strengths that can become a point of differentiation from other universities. The process involved soliciting input from students, faculty and staff, alumni, donors, and community leaders. The result was the articulation of MSU's brand promise—the integration of learning and the discovery of knowledge.

The promotion of the Integrated Marketing Plan has focused on engaging the MSU community in reinforcing the key messages and the brand promise in “word and deed.” Points of Excellence are maintained on the MSU website and used as a source of material for speeches, talks, and written pieces—all to reinforce the image and reputation of [MSU](#).³²

6.C.1 The chief executive officer's full-time responsibility is to the institution.

The CEO of MSU is the President, who is appointed by the BOR according to procedures outlined in Section 205.1 of the BOR Policies and Procedures. The President also holds this title for the other three MSU campuses—Billings, Northern, and the Great Falls COT. The chancellor of each of these MSU campuses reports to the President. The President serves in this capacity full time. The CHE and the BOR provide oversight and perform an annual evaluation of the President to assess his fulfillment of this role. Additionally, the



BOR has policies that require prior approval by the CHE before MUS presidents, chancellors, vice-presidents, vice-chancellors, provosts, vice-provosts, deans, or legal counsel may serve on any outside for-profit board of directors. These administrators must report any such outside service annually to the [CHE](#).³³

6.C.2 The duties, responsibilities, and ethical conduct requirements of the institution’s administrators are clearly defined and published. Administrators act in a manner consistent with them.

The duties and responsibilities of each administrative position are reviewed when the position is vacant and plans are made for advertising the vacancy. For senior-level positions, a national search is typically conducted, and the position duties are defined in the published vacancy announcement. The responsibilities are directly tied to the search and selection criteria, and are the focus of discussion with potential candidates. The orientation of a newly appointed administrator involves clarifying the responsibilities. Performance evaluations of administrators are based on the individual’s ability to successfully carry out the responsibilities. Position descriptions are revised when significant changes occur in the assigned responsibilities.

MSU administrators are subject to Montana ethics laws, which apply to all Montana state employees. These laws regulate gifts, use of state resources for personal benefit, self dealing, lobbying, and political activities (§ 2-2-101 et seq. Montana Code Annotated). The BOR and MSU have Conflict of Interest Policies that apply to all MSU employees. The MSU policy includes an annual disclosure obligation to identify any potential conflicts of [interest](#).^{34,35}

6.C.3 Administrators are qualified to provide effective educational leadership and management. The chief executive officer is responsible for implementing appropriate procedures to evaluate administrators regularly.

The institution’s senior leadership is well credentialed and Curriculum Vitae are available [online](#).³⁶

President Gamble’s statement about accountability and performance review is published [online](#).³⁷ MSU policy requires that all full-time employees be evaluated [annually](#).³⁸ Accordingly, the President annually reviews the performance of the Provost, each Vice President, and other administrators who report directly to him. He conducts a more comprehensive “360 review,” involving a wide variety of people who have need to interact with the administrator being evaluated, as often as he feels necessary. In turn, the Provost and Vice Presidents are delegated responsibility for annually evaluating the performance of the administrators reporting to them. Whether or not to conduct “360 reviews” divisionally is discretionary. Input from professional and classified employees is solicited at the discretion of the person conducting each dean or department head’s evaluation.

In 2007, Faculty Senate improved the content, process, and use of its confidential review of the MSU administration—department heads through vice presidents. Questions were expanded and improved; a web-based survey replaced paper surveys; and policy was revised to mandate that the results of the survey be taken into account in administrator evaluations.

The President himself is reviewed [annually](#)³⁹ by the BOR with a comprehensive evaluation occurring every other year. Though not required by policy, President Gamble has also arranged his own “360 performance review,” conducted by an external facilitator; the first was conducted in 2004, the second in 2007.

6.C.4 Institutional advancement activities (which may include development and fund raising, institutional relations, alumni and parent programs) are clearly and directly related to the mission and goals of the institution.

Thirty five percent of the alumni population will be actively engaged in a meaningful and lasting relationship with Montana State University. That involvement includes efforts to recruit new students as well as advancing the reputation of MSU and promoting awareness of achievements of individual faculty, students, alumni, and MSU as a whole.

The Alumni Association Strategic Plan reflects areas of MSU’s Five-year Vision Document where alumni can be of influence and impact. The Alumni Association provides a lifelong connection of alumni to MSU. The association recognizes and communicates MSU’s accomplishments to alumni and friends. This communication takes place through personal interactions, print and electronic media, as well as events that bring alumni together. Well-informed alumni are loyal, dedicated, and supportive of MSU and its needs.

The independent MSU Foundation, a separate 501(c)(3) non-profit corporation serves MSU as its primary fundraising organization. Fundraising priorities are established by the President of MSU, in consultation and collaboration with the Provost and senior academic administrators as well as the President and CEO of the MSU Foundation. Development professionals who solicit gifts and work with alumni and parents are managed by the foundation in collaboration with the deans and directors of the constituent units via

memoranda of understanding. In this manner, a “checks and balances” system is provided to ensure that institutional advancement activities are in alignment with, and guided by, the mission and goals of MSU.

6.C.5 Administrators ensure that the institutional decision-making process is timely.

MSU policies and procedures typically include deadlines and timelines to ensure efficient decision making. Grievance and complaint procedures laid out in both the Faculty Handbook and the Personnel Policies and Procedures Manual, for instance, include specific time frames within which a response is required. Budget decisions are driven by a schedule developed by the Governor’s budget office and the BOR, to ensure timely consideration and acceptance. There is a schedule of deadlines for requesting increases in the operating budget and for long-range building projects. Similarly, decisions concerning academic programs, faculty promotion and tenure, and other academic matters generally have policies and procedures associated with them that include timelines for decision making.

6.C.6 Administrators facilitate cooperative working relationships, promote coordination within and among organizational units, and encourage open communication and goal attainment.

The President has fostered a culture of openness and inclusiveness within all levels of governance. Fostering this culture is a clear expectation of VPs, deans, and other university administrators. Evidence of this culture can be seen in the creation of several significant committees subsequent to President Gamble’s appointment. These include the SPC and the UPBAC. In addition, the University Leadership Committee, composed of deans, directors, and department heads, is convened by the President shortly after each BOR meeting for the purpose of informing and discussing with these leaders the actions

of the BOR and any other important matters. A more comprehensive list of these and other key MSU committees and their roles may be found in **Standards 6.D** and **6.E**.

Each of these committees, particularly UPBAC and SPC, are led by senior administrators who actively facilitate open communications across major organizational units of MSU. However, the results of the recent employee surveys done for this self-study reveal dissatisfaction with participation in the planning and budgeting process by all groups of employees.

6.C.7 Administrators responsible for institutional research ensure that the results are widely distributed to inform planning and subsequent decisions that contribute to the improvement of the teaching-learning process.

The Office of Planning and Analysis (OPA) supports MSU's leaders and strategic planning processes by providing objective, accurate, and timely information, analysis, and advice to inform decision-making and resource allocation processes. In addition, OPA conducts studies that describe, analyze, and evaluate the operations and outcomes of MSU and maintains an electronically accessible database of institutional trends. (See **Standard 1.B**, for OPA's Institutional Assessment information.) OPA provides substantive reports, studies, trends, and data analyses [online](#).⁴⁰

6.C.8 Policies, procedures, and criteria for administrative and staff appointment, evaluation, retention, promotion, and/or termination are published, accessible, and periodically reviewed.

MUS policies are reviewed at the MUS [level](#)⁴¹ while the Operating Policies and Procedures for Montana State University Campuses [document](#)⁴² provides guidelines for policy and procedure review at the campus level.

Policies, procedures, and criteria for administrative and staff appointment, evaluation, retention, promotion, and termination

are largely contained within the Personnel Policies and Procedures [Manual](#).^{43, 44}

Retention and promotion for administrative and contract professionals are addressed in policies that allow for the creation of career ladders or progression plans. In addition, ad-hoc salary adjustments can be made—with approval from the CHE—specifically for retention or promotion [purposes](#).⁴⁵

Retention and promotion of most classified staff are described in the MUS Staff Compensation Plan (Pay Rules), last updated in January [2008](#).⁴⁶

6.C.9 Administrators' and staff salaries and benefits are adequate to attract and retain competent personnel consistent with the mission and goals of the institution.

Over the last five to ten years, MSU's historical problems with low (sometimes frozen) salaries and compensation in general, have been compounded by significant local economic expansion. In the 2009 legislative session an increased pay bill was proposed for state government that provided no salary increase but provided a \$450 one-time bonus to employees making less than \$45,000 per year. Over this period MSU has lost employer competitiveness in both local and national markets, and found it increasingly difficult to recruit and retain employees in all types of positions.

Business growth within the Bozeman area has not only driven up wages among classified titles but also created potential employment alternatives for some MSU professionals and faculty members willing to apply their discipline within the local private sector. At the same time, sustained low unemployment—1.4% in Gallatin County in September 2007—forced an extremely competitive, applicant-driven employment market, especially in lower salary positions, the 2008-09 recession has changed this. Provision of benefits, once MSU's trump card, is now commonplace. For example, through Montana Chamber of Commerce initiatives,

businesses with as few as two employees may offer benefits, including health insurance.

At the same time, the local community saw crippling sharp increases in the cost of housing. MSU salaries are insufficient in this arena and severely impact the success of recruitment and retention at MSU. Some applicants from outside the area have withdrawn from searches when they discover they cannot qualify for a mortgage; local hires and existing employees often need jobs that pay more, are forced to supplement their MSU salaries by working more than one job, or must relocate to make ends meet.

The inability to effectively recruit and retain competent employees exists, in one form or another, across the MUS. Compared to other campuses, however, and despite changes resulting from recent national economic events, MSU's situation remains difficult. Administrators and shared governance partners—ASMSU, Faculty Senate, Professional Council, Staff Senate—work hard in collaboration with community leaders, and across the MUS, in search of solutions. The BOR has responded. In fall 2006, BOR [policy](#)⁴⁷ was amended to provide for internal, regional, and market competitiveness in the salaries of the Commissioner and campus CEOs. Further, a similar approach to other employee groups' compensation was encouraged within the MUS. In September 2007, a Recruitment and Retention Task Force, called for by the BOR to address such problems system-wide, reported its findings and recommendations. Each institution's unique circumstances and niche is recognized and assessment and solution of issues is recommended on a campus-by-campus basis. Currently, the board is pursuing initiatives suited to the university system as a whole. Several other proposals intended to improve recruitment, retention, and employer competitiveness are under consideration, but funding remains a constraint. Difficulty in recruiting and hiring have eased in Bozeman in the past few months related to increasing unemployment, consistent with national trends.

Despite efforts to improve the situation, administrator salaries were only 73%, and mid-level administrators were 82% of the comparable College & University Professional Association (CUPA) 2008 mean. The trend has been a movement away from the CUPA medians, not a movement to close the [gap](#).⁴⁸

Compensation concerns are clearly shown in the self-study survey data from all groups of employees. Almost half of the classified staff respondents disagreed with the statement that their salary was comparable to salaries of employees working elsewhere in Montana performing comparable work. More than half (55%) of professional respondents disagreed that their salary was appropriate compared to employees at similar universities doing similar work.

Standard 6.D – Faculty Role in Governance

After becoming President of MSU in 2000, Geoff Gamble articulated the view that faculty must play a key role in shared governance. Thus, he has stated, “Input from all campus constituencies, the faculty (Faculty Senate), professional employees (Professional Council), classified staff (Staff Senate), and students (ASMSU), provide advice, direction, and perspective to the institution's administrative leadership about issues, policies, and procedures that impact the direction and quality of MSU's instruction, research/creative activity, and service programs.”

Growing directly from this view, numerous opportunities for constituent involvement in shared governance at MSU have developed. For faculty the MSU Faculty Senate and its [committees](#)⁴⁹ are central. However, in view of a vote by faculty in April 2009 to unionize, it is possible that aspects of what is described below may change. The role of faculty in shared governance, as well as other faculty rights and responsibilities, are detailed in the Faculty Handbook ([FH](#)).⁵⁰ The FH also describes faculty representation on strategic

planning, budget planning, and other MSU committees. According to FH section 220.00:

The Faculty Council (now Faculty Senate) is the chief governance body of the faculty of Montana State University in Bozeman and, together with Professional Council, is a constituent of the University Governance Council. Within the authority and constraints of the Montana University System powers as described in the Constitution of the State of Montana, Faculty Council has authority to frame policy and standards that foster a climate of academic freedom throughout the University; promote equity in tenure, promotion in academic rank, workload, and salary; and uphold standards and procedures of accountability concerning faculty ethics and responsibilities.

Faculty Senate provides a means for faculty and administration to interact and discuss MSU business, including long-range and strategic planning, budgeting, curriculum, accreditation, and graduation requirements.

Faculty Senate develops policies and standards promoting MSU values, such as

- effective and efficient use of MSU resources;
- general economic well-being of faculty;
- professional development of faculty through leave programs and other beneficial activities;
- quality educational resources such as facilities, laboratories, and creative activity equipment and services; and
- optimal learning environments across campus.

The MSU faculty is represented on committees dealing with the full spectrum of university work including governance issues such as strategic planning, budgeting, curriculum development and revision, accreditation, and developing graduation requirements. The faculty is also represented on committees dealing with hiring, grievance, research,

student life, and student appeals. The faculty have historically also played a major role in university-wide decision making through voting membership on the University Governance Council Steering Committee, which in the current FH policy consists of members of the Faculty Senate and representatives from Professional Council, the Staff Senate,⁵¹ and ASMSU.⁵²

Faculty members have also played a major role in university-wide decision making through the Faculty Senate and through the University Governance Council, which consists of members of the Faculty Senate and representatives from Professional [Council](#).⁵³

In order to facilitate communication and coordination among the various representative bodies on campus, a new communication committee was recently created. This group, which has tentatively taken the name of Association of Shared Governance Leaders (ASGL), consists of two to three leaders from each of the main campus constituencies: Faculty Senate, Professional Council, Staff Senate, and ASMSU. The ASGL meets weekly during the regular academic year, and monthly during the summer, to share concerns and ideas and to offer suggestions and recommendations that need to be addressed through other committees and discussions with administrative leaders. The ASGL does not vote, but instead provides information on relevant issues to its constituents and brings issues, when necessary, to the attention of central-administrative leaders. As a matter of practice, administrative leaders have made regular meetings and discussions with the ASGL representatives of all four of these constituencies a regular occurrence.

The Faculty Senate chair (FS Chair) and chair-elect (FS Chair-elect) typically meet weekly with the President and the Provost during the academic year and monthly during the summer, to discuss the full range of issues that concern faculty or involve faculty interests in MSU governance. Work by the FS Chair and FS Chair-elect is supported by the institution through a .60 FTE salary release for the FS Chair and a .35 FTE salary release

for the FS Chair-elect to “compensate for the time commitment demanded of these positions.” In addition, partial summer support (.11 FTE) is provided to both the FS Chair and FS Chair-elect, and the Faculty Affairs Committee (a Committee of the Faculty Senate) Chair receives a 10% workload reduction during the academic [year](#).⁵⁴

The importance of the MSU faculty’s role in institutional governance and decision making is recognized and strengthened through faculty membership on the following major planning committees:

Institutional Committees & Shared Governance⁵⁵

- Strategic Planning [Committee](#)⁵⁶
- University Planning, Budget, and Analysis [Committee](#)⁵⁷
- Information Technology Governance [Council](#)⁵⁸
- Space Management [Committee](#).⁵⁹

In addition, MSU faculty members are represented on most of the following committees through ex-officio membership by the FS Chair, the FS Chair-elect, or faculty members elected by FS.

Other Governance Committees and Councils⁶⁰

- Academic Affairs Committee of Faculty [Senate](#)⁶¹
- Graduate [Council](#)⁶²
- President’s Executive [Council](#)⁶³
- University Governance Council Nominating [Committee](#).⁶⁴

The results of the recent self-study faculty survey, however, show that responders generally do not believe they have a sufficient role in some aspects of MSU’s governance. The majority of responders were dissatisfied with their role in budgeting and with information about major university decisions.

Standard 6.E – Student Role in Governance

The role of students in institutional governance, planning, budgeting, and policy development is made clear and public; students are supported in fulfilling that role.

The MSU administration and faculty have provided many opportunities for effective student input into the operations of the institution. ASMSU serves as the elected voice of the students. See **Standard 3.B** for full information on ASMSU.

The ASMSU administrative officers and student senate leadership meet regularly with MSU’s President and other administrators to discuss campus, MUS, and legislative issues. Current practice provides seats for students to serve on all major MSU governance, planning and budget committees, and search committees for major academic and administrative positions. ASMSU is charged with filling those seats, with moderate success. A large part of the problem in providing effective student representation stems from the short duration of terms and conflicts with students’ class schedules and meeting times.

As noted earlier, the BOR is required to include a student among its members, thus providing direct student input at that level.



Additionally, ASMSU represents its students at the BOR level, through participation in the Montana Associated Students (MAS). This organization gathers information, establishes positions on issues, and communicates the needs of students to legislators, the Governor, and the BOR. MAS representatives meet with the Governor and the BOR at most BOR meetings and submit concerns directly to the student regent. Three student regent candidates are nominated by MAS, and their names are sent forward to the Governor each spring. The MAS have input regarding proposed student costs such as fees or tuition increases prior to BOR action. The student voice is not always cohesive, however, and there is often a difference between the priorities of students from large and small campuses.

Standard 6.F – Staff Role In Governance

The role of staff in institutional governance, planning, budgeting, and policy development is made clear and public; staff are supported in fulfilling that role.

The term “staff” is broadly used when referring to all non-faculty, non-executive employees of MSU. Commonly, this group is identified in two parts: professional contract employees and classified staff. When used alone, the word “staff” is more usually understood to refer specifically to the classified work force.

Classified- and professional-contract-employee representation in institutional governance is spearheaded by the Professional Council and Staff Senate. Each organization is involved in ensuring constituent participation in planning, budgeting, and policy development, for example, through coordination of committee representation. Staff Senate, Professional Council, and campus committee proceedings are public. Minutes and other documentation, when not accessible online, may be obtained from the appropriate chairperson.

Staff [Senate](#)⁶⁵ is a respected organization within MSU and at the MUS level, and is a

leader in the promotion and practice of shared governance. It focuses on connecting classified staff priorities to the mission, goals, and strategies of MSU, the MUS, and the BOR. Staff Senate meets weekly with its shared governance partner organizations—ASMSU, Faculty Senate, and Professional Council—and has access to MSU’s administration as necessary. Interactions with administrators, and among ASGL, are strongly collaborative and provide a medium for resolving problems and pursuing mutual goals.

Staff Senate actively involves its local and remotely-located constituents, and offers leadership among its peers through the self-initiated MUS Staff Associations (MUSSA). MUSSA works collaboratively and effectively, drawing from the shared governance model, and meets regularly with the BOR, on a schedule similar to that of its faculty counterparts.

Inclusion of each constituent group in the function of MSU is increasing, and campus awareness and appreciation are growing. Employee participation in Staff Senate and other elements of shared governance is hampered by the budget, staffing, and workload pressures experienced by staff as a result of MSU’s recruitment and retention challenges.

The recent classified staff and professional contract employee self-study surveys show some areas of dissatisfaction with their role in governance. Similar to the faculty, many of the responders did not believe they had sufficient voice in budgeting or sufficient information about major MSU decisions.

Policy 6.1 – Affirmative Action and Nondiscrimination

MSU is an equal-opportunity institution in providing full access to all phases of the employment process, facilities, academic programs, and public use of campus facilities. The Director of the Office of Human Resources and Affirmative Action (HR/AA) has the responsibility to ensure compliance with MSU’s equal opportunity policies, including the development of an Affirmative

Action Plan and dissemination of the Affirmative Action/Equal Opportunity (AA/EO) [policy](#).⁶⁶

The HR/AA office works closely with administrative, faculty, research, and contract professional employee search committees to ensure compliance with equal-opportunity laws, regulations, and policies; to provide the President and administrative officers with regular progress reports; to maintain up-to-date work force and utilization analyses; and to design and implement auditing and reporting systems that evaluate progress towards goals. The policies and procedures for administrative, faculty, research, and contract professional hiring are outlined in the Recruitment and Hiring [Manual](#).⁶⁷ For classified employees, these policies and procedures are managed by the Office of Human Resources/Personnel and Payroll Services ([HR/PPS](#)).⁶⁸

The HR/AA Director serves as liaison between MSU and federal government regulatory agencies, organizations for women and minorities, and community groups. The HR/AA office informally mediates and resolves equal-opportunity complaints whenever possible, and when necessary, conducts formal investigations. In addition, the HR/AA office is responsible for discrimination and sexual harassment training.

The Director of HR/AA meets regularly with the President and Provost and when necessary with other administrative leaders. The Director is a member of the President's Executive Council, Salary Review Committee, Faculty Affairs, University Shared Governance Steering Committee, the Council of Elders, Indian Program Directors, and the Research Compliance Committee.

Policy 6.2 – Collective Bargaining

At MSU, there are 11 collective bargaining units representing approximately 822 of 1,092 classified and skilled-craft employees. Each collective-bargaining agreement is available [online](#).⁶⁹ OCHE selects a chief nego-

tiator who acts on behalf of, and coordinates, collective bargaining for the [MUS](#).⁷⁰ Collective-bargaining agreements are negotiated every two or four years. In the case of Montana Public Employees Association's (MPEA) four-year contract, there is a reopener after two years to renegotiate wages. Two-year contracts run concurrently with the legislative biennium. Some contracts include employees in other units of the MUS.

All classified employees are paid in accordance with the MUS Staff and Compensation Plan established by the MUS. Because of the constitutional autonomy granted to the university system, the BOR has some latitude to deviate from the State Pay Plan. MUS employees are on a different classification and pay system than other state employees; however, annual pay increases are traditionally comparable in amounts. MSU's bargaining units and the number of employees represented are as follows:

- MPEA is the largest union and represents the greatest cross section of employees (553), including administrative support, accounting, laboratory and research technicians and specialists, and police officer positions.
- Laborers (92) represent primarily custodians, as well as grounds keepers, maintenance workers, and equipment mechanics.
- Teamsters (110) represent custodial and food-service worker positions.
- Skilled craft employees include carpenters (16), electricians (7), MSU Motor Pool (3), operating engineers (14), painters (5), and plumbers (8)
- American Federation of State, County, and Municipal Employees (AFSCME) represent employees (14) at the Agricultural Research Center in Miles City including farm and ranch hands, equipment mechanics, equipment operators, maintenance workers, and administrative support.
- Nurses in the Student Health Service (3) are represented by the Montana Nurses Association (MNA).

At the MSU campus, faculty members have not been represented by a collective bargaining unit. However, in April 2009, faculty members voted for union representation of two bargaining units—one for tenured and tenure-track faculty members and the other for adjunct faculty members who are greater than .5 FTE. Faculty members on other campuses in the MUS are represented by collective-bargaining agreements.

The impact of the collective bargaining currently practiced is by no means detrimental to the quality and effectiveness of the university. Governance practices run smoothly with a mix of employees collaborating effectively regardless of union affiliation. The OCHE Recruitment & Retention Task Force is a prime example of constituencies (including unions) working together for the common good. As a result, pre-budget bargaining will take place within the MUS for the first time ever.

Standard 6 – Summary and Analysis

Strengths

- Shared Governance has been a feature of decision making at MSU for many years, but has received renewed emphasis over the past decade. It continues to develop, evolve and affect key decision making on critical university issues.
- The governance structure of the MUS has evolved and solidified over the past decade, as a result of the system-wide reorganization which was just in the initial phase of implementation during the last accreditation review.
- MSU's vision and strategic planning processes have provided a strong framework for planning at many levels within the university.

Challenges

- Adequate salaries for faculty, staff and administration at all levels has become a growing challenge for the university, particularly in light of the rising cost of living in the Gallatin Valley. Recruitment, retention, and morale are all showing the effect of this issue.
- Though Shared Governance has been broadly implemented, many employees do not recognize its impact. MSU will work harder to communicate how the Shared Governance process at MSU works and what the impact has been, particularly in the budgeting process.
- Though MSU has had several communication activities that focused on the Five-year Vision Document, there still exists a need to better inform the campus community so it understands the role strategic planning is playing in the university's accomplishment of its priority goals.
- With two new faculty bargaining units, it will be important for the administration to establish a strong solid working relationship with the union bargaining team, and work effectively to develop a collective bargaining agreement that is both fair and reasonable.
- There exists a continuing need to further refine the working relationships between the Bozeman campus and the other MSU campuses, to take greater advantage of possible efficiencies through standardization of processes, programs and schedules.

Standard 6 – Supporting Documentation

Required Documentation

1. Board of Regents membership: <http://www.montana.edu/accreditation/accredLinks/st6/mus.edu/board/BORmembers.asp>
2. Organizational charts: <http://www.montana.edu/accreditation/accredLinks/st6/www.montana.edu/opa/orgcharts/>

Required Exhibits

1. BOR bylaws: <http://www.montana.edu/accreditation/accredLinks/st6/mus.edu/borpol/bor200/201-7.pdf>
2. Board Policy Manual: <http://www.montana.edu/accreditation/accredLinks/st6/mus.edu/borpol/default.asp>
3. BOR meeting minutes: <http://www.montana.edu/accreditation/accredLinks/st6/mus.edu/board/meetings/minutes.asp>
4. Administrative Policy Manual: <http://www.montana.edu/accreditation/accredLinks/st6/www2.montana.edu/policy/>
5. Administrative position descriptions: http://www.montana.edu/accreditation/accredLinks/st6/www.cupahr.org/surveys/files/salary0708/AdComp08%20Positions_%20Final_082807.xls
6. Faculty/Staff Handbook: <http://www.montana.edu/accreditation/accredLinks/st6/www.montana.edu/level2/facultystaff.php>
7. Personnel hiring range salaries: <http://www.montana.edu/accreditation/accredLinks/st6/www.montana.edu/wwwpn/Personnel/HiringRangeOnly07.pdf>
8. Personnel Policy and Procedures Manual: <http://www.montana.edu/accreditation/accredLinks/st6/www2.montana.edu/policy/personnel/>
9. Collective-bargaining agreements: <http://www.montana.edu/accreditation/accredLinks/st6/mus.edu/hr/cba/col-lbarg.asp>
10. Bylaws of Staff Senate: <http://www.montana.edu/accreditation/accredLinks/st6/www.montana.edu/staffsenate/bylaws.pdf>
11. Staff Senate meeting minutes: <http://www.montana.edu/accreditation/accredLinks/st6/www.montana.edu/staffsenate/minutes.html>
12. MSU committees: <http://www.montana.edu/accreditation/accredLinks/st6/www.montana.edu/opa/coms/>

Other Materials

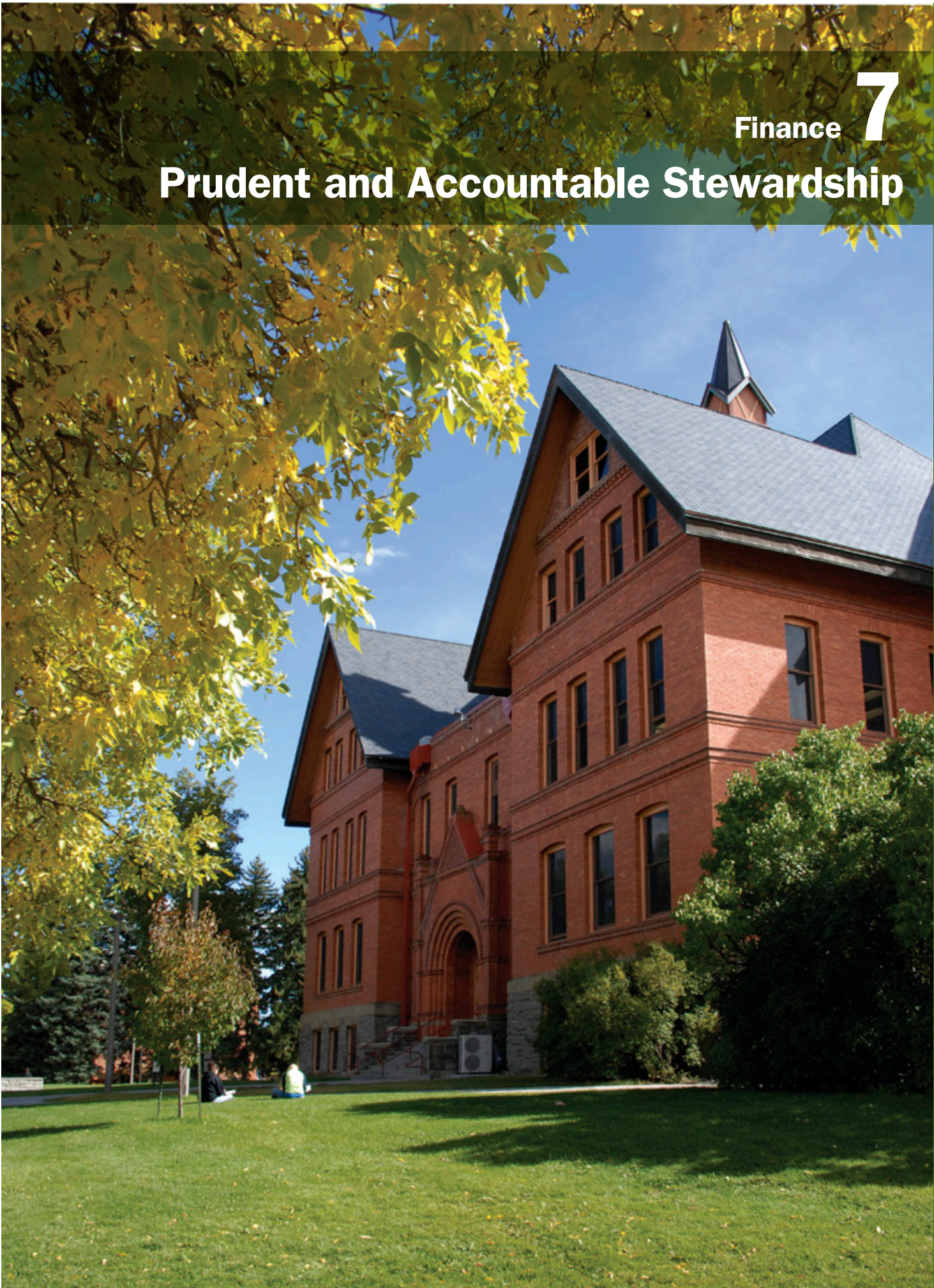
1. President's communications: <http://www.montana.edu/accreditation/accredLinks/st6/www.montana.edu/president/prescomm/>
2. Constitution and Bylaws of the Associated Students of Montana State University: <http://www.montana.edu/accreditation/accredLinks/st6/AsmsuByLaws.pdf>
<http://www.montana.edu/accreditation/accredLinks/st6/ConstitutionAsmsu.pdf>

Endnotes for Standard 6

- ¹ <http://data.opi.mt.gov/bills/mca/20/25/20-25-301.htm>
<http://data.opi.mt.gov/bills/mca/20/25/20-25-302.htm>
- ² <http://www.mus.edu/borpol/default.asp>
- ³ <http://www2.montana.edu/policy/>
- ⁴ http://www2.montana.edu/policy/operating_policy/
- ⁵ <http://www.montana.edu/leadershipmsu/>
- ⁶ <http://www.mus.edu/borpol/bor200/205-2-1.pdf>
- ⁷ <http://data.opi.state.mt.us/BILLS/mca/Constition/X/9.htm>
- ⁸ Note: At present, Montana has only one congressional district
- ⁹ <http://www.mus.edu/board/BORmembers.asp>
- ¹⁰ <http://www.mus.edu/borpol/bor200/201-7.pdf>
- ¹¹ <http://www.mus.edu/board/BORinfo.asp>
- ¹² <http://www.mus.edu/board/committees.asp>
- ¹³ <http://data.opi.mt.gov/bills/mca/20/25/20-25-101.htm> through
<http://data.opi.mt.gov/bills/mca/20/25/20-25-1310.htm>
- ¹⁴ <http://www.mus.edu/borpol/default.asp>
- ¹⁵ http://www.mus.edu/board/Code_of_Expectations.asp
- ¹⁶ <http://www.montana.edu/accreditation/accredLinks/st6/mus.edu/board/meetings/MeetingDates+Locations07.pdf>
- ¹⁷ <http://www.mus.edu/board/BORinfo.asp>
- ¹⁸ <http://www.mus.edu/borpol/bor200/204-2.pdf>

- 19 <http://www.mus.edu/borpol/bor200/204-3.pdf>
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- 21 <http://www.mus.edu/borpol/bor200/219.pdf>
- 22 <http://www.mus.edu/borpol/bor300/303-1.pdf>
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- 48 <http://www.montana.edu/vision/prioryears/fy04/progressFY04-FY09.pdf>
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- 51 Exhibit 1.15, Classified Employees Personnel Advisory Committee
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- 60 <http://www.montana.edu/opa/coms/>
- 61 <http://www.montana.edu/opa/coms/acadaffr.html>
- 62 <http://www.montana.edu/opa/coms/gcouncil.html>
- 63 <http://www.montana.edu/opa/coms/pec.html>
- 64 <http://www.montana.edu/opa/coms/nominate.html>
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Prudent and Accountable Stewardship



7 Finance

Prudent and Accountable Stewardship

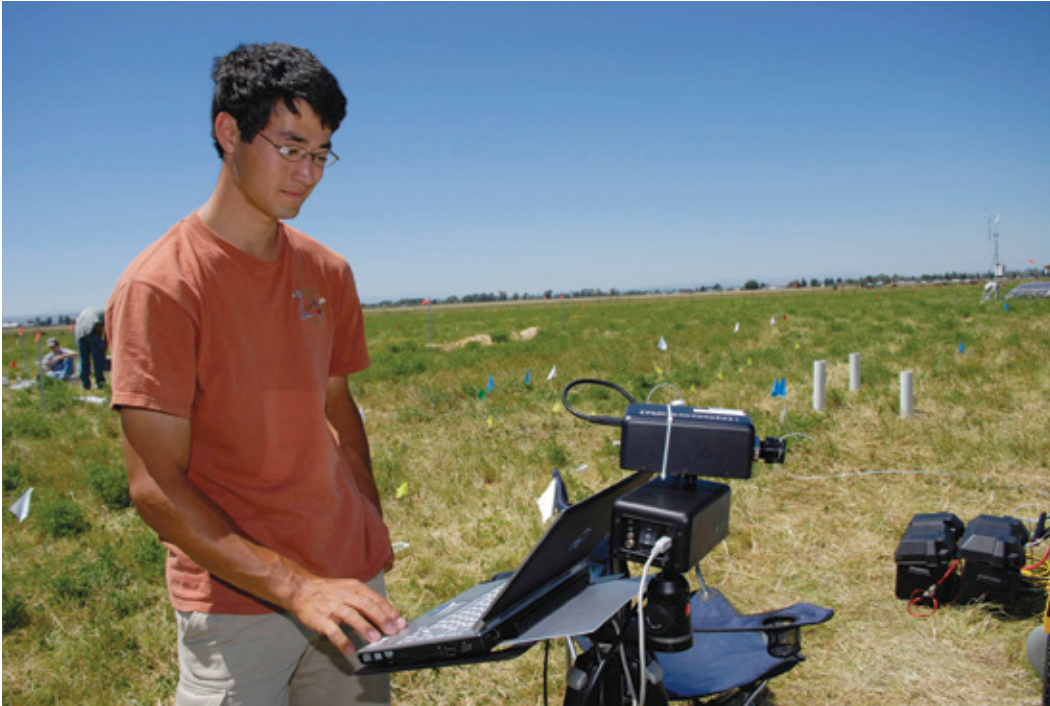


PHOTO BY KELLY GORHAM

Introduction

Montana State University (MSU) has a history of strong financial planning and management. All elements of MSU's general operations budget are developed through a team effort. This process engages the expertise of representatives from several departments across campus and incorporates a high level of shared governance. In the end, the resulting budget reflects MSU's traditionally prudent stewardship of institutional assets. The ongoing management of revenues and expenditures reflects a similar organizational approach, in which department leaders across campus assume their share of responsibility to ensure that budget plans are observed or modified to reflect the variations in revenue and program requirements. This approach has

resulted in strong, sustainable programs and continued recognition by leading financial rating organizations.

Standard 7.A – Financial Planning

MSU engages in two levels of financial planning and budgeting. For its state-assisted general operations budget, MSU works through a lengthy process that involves the Office of the Commissioner of Higher Education (OCHE), the Montana University System Board of Regents (BOR), the Governor, and the legislature. For other funds, the budget process occurs primarily at the campus level.

The general operations budget planning process for the campuses of the Montana University System (MUS) begins more than a year before each biennial legislative session. After consulting with campus constituents in regard to such items as enrollment projections, inflation factors, program requirements, and desired enhancements, the campus budget and fiscal officers collaborate with the OCHE to draft preliminary biennial budgets for each campus and affiliated agency. Then, the BOR Budget Committee and the two university Fiscal Officers begin discussions with the Governor's Budget Office to resolve any differences on those budget issues that will be addressed during the next biennium.

For the fiscal year 2008-09 (FY08-09) biennium, this process was changed from previous budget development and allocation models. The MUS and the Governor's Budget Office agreed to discontinue the previous funding model that based funding on Full Time Equivalent (FTE) student enrollment, and adopted a model which was based more on an institutional base-level funding plus inflationary factors. This allowed the individual units to maintain a base level of funding in the face of an expected decline in the number of high-school graduates throughout Montana.

The Governor recommended this budget to the legislature for the FY08/09 biennium. The legislature approved the budget as presented. The BOR then allocated the budget as presented by the MUS Fiscal Officers to the various units.

This same budgeting methodology was used to begin the FY10-11 biennial budgeting process. In November 2008, a biennial increase of \$30 million for the MUS budgets was negotiated with the Governor's Budget Office to satisfy required inflationary costs. However, due to economic conditions, the State did not have the revenues to support all inflationary increases. The MUS inflationary

increases were reduced by \$4M in December 2008. Further State revenue projections between January and March 2009 required additional reductions to all State budgets. The bottom-line MUS inflationary increases that would retain the current resident tuition rates were negotiated at \$18M which was to be covered with House Bill (HB) 645 Stimulus funding. Unfortunately, the House reduced the base budgets another 2 percent or \$7M for the MUS. To fund a portion of the bottom-line inflationary increases, reallocation of HB2 appropriations to the smaller campuses is necessary to hold their resident tuition flat; and resident tuition increases will be necessary at the MSU and University of Montana (UM) flagship campuses. As a result, all campuses will have to manage biennial budgets that are about 1 percent less than necessary for full funding of current level services.

Campus-level financial planning and budgeting for the general operations budget is ongoing through the University Planning, Budget, and Analysis Committee (UPBAC). This committee meets regularly throughout the fiscal year to review the status of the current budget and develop future budgets. By the end of May each year, a balanced budget plan is presented to the President for final approval. UPBAC is composed of Vice Presidents, deans, representatives of faculty, administrative/professional, and classified staff, plus a representative from the community and student body. The committee's [website¹](#) is designed to help keep constituents of MSU informed of current activities that are part of these planning and budgeting processes. The website contains documents outlining the process concepts, committee agendas and minutes, and other pertinent information that is used to guide budget decisions.

7.A.1 Governing boards and, where applicable, state agencies have given the institution appropriate autonomy in financial planning and budgeting matters within overall mandates and priorities.

The State of Montana appropriates a lump sum of state funds to the BOR for the general operating budget of the MUS, which is then allocated to individual campuses and agencies as discussed in the introduction to **Standard 7**.

The state legislature and the BOR give the units the autonomy to spend appropriated funds as needed within the general guidelines that are established during the budget development process. Internally allocated funds are allocated at the executive level in accordance with priorities outlined in MSU's Five-year Vision Document as approved by UPBAC. The BOR has final approval of tuition rate increases and the overall operating budgets for each individual MUS unit.

Like other higher education institutions, over 75 percent of MSU's general operating budget is expended for salary and wages. The Montana legislature approves a cap for state salary increases for each fiscal year. Salary and wage rates for classified staff and trades people are determined by collaborative negotiations but have over the years remained within the state-approved cap. With input from shared governance leaders, salary guidelines for faculty, administrators, and professional staff are set by the President with approval by OCHE and the BOR, depending upon the type of position in question.

MSU has nearly complete autonomy in financial planning and budgeting for non-appropriated funds, such as auxiliary, designated, loan, restricted, and plant funds. The BOR is indirectly involved in the development of nearly every budget, however, because it approves all fee increases and salary adjustments.

7.A.2 The institution demonstrates that financial planning for the future is a strategically guided process. This planning includes a minimum of a three-year projection of major categories of income, specific plans for major categories of expenditures, and plans for the management of capital revenue and expenditures. Short and long-range capital budgets reflect the institution's goals and objectives and relate to the plans for physical facilities and acquisition of equipment.

Initial biennial budget planning for FY10-11 is complete. Comprehensive, long-term, multi-year, forecasting models are in the process of being reviewed. MSU has a dynamic Five-year Vision Document which guides its overall direction. This document is used as a basis to reallocate funding from one area to another and to guide the decision making for the expenditure of any new funding. In addition, each college and division of the institution has a multi-year plan, or set of strategic initiatives that reflect their five-year vision. Also, the Office for Planning & Analysis and the University Budget Office collaborate with the Enrollment Management Committee to maintain a multi-year projection of enrollment, scholarships, tuition waivers, and tuition revenue.

The Information Technology Center (ITC) has a multi-year business plan of revenues and expenditures that establishes a long-term plan for regular maintenance, enhancement, and replacement of MSU's centralized computer center and related infrastructure. In addition, many departments across campus have similar business plans in place for their computer equipment.

MSU submits long-term plans for building needs to the Montana legislature through the Long Range Building Plan (LRBP) each biennium. The LRBP consists of capital construction, major maintenance, and renovation projects requested for a total of three biennia. MSU's request considers deferred maintenance needs, adaptive renovation needs, and

desired new facilities compiled through a 12-month collaborative process that includes the Facilities Advisory Committee, the University Facilities Planning Board, the President's Executive Council, the OCHE and the BOR.

Capital funds are received through the legislature or through the issuance of bonds or other debt instruments. The funds are for specific purposes contained in the MUS unit long-range building plan and are specified at the time of the request to the legislature or time of the debt issuance. Prior to issuance of bonds, debt-service requirements including pledged revenues and debt payments are scheduled for the life of the bonds.

Evidence: **Table 7.01** Current Funds Revenue; **Table 7.02** Current Funds Expenditures; **Table 7.03** Summary Report of Revenues and Expenditures; **Table 7.10** Capital Investments.

7.A.3 The institution publishes an annual budget distributed to appropriate constituencies, and the policies, guidelines, and processes for developing the budget are clearly defined and followed. Budget revisions are made promptly, and, when necessary, a revised budget or schedule of budget changes is developed and distributed to appropriate constituencies.

An annual operating budget is approved by the BOR. Operating budget funds are distributed to all executives (President, Provost, Vice President of Administration and Finance, Vice President of Research, Creativity, and Tech Transfer, and Vice President of Student Affairs) at the beginning of each fiscal year. The standard approach for base budget adjustments each year is to increase the executives' budgets by the approved state pay plan, applicable fixed costs, and any approved enhancements. Budget allocations are then provided to deans and directors. In any year, there is always the chance that these base-budgets could be modified due to either excess tuition revenue or a shortfall in tuition revenue. All budget amendments are processed on a timely basis. Budget amendments are made on the Banner Finance Budget system and can be reviewed online. All budget amendments

are approved by the executive budget and fiscal directors and the University Budget Director.

Each year, the beginning academic budgets are adjusted by a reallocation model based upon student credit hours from the previous fiscal year. In the event of a tuition shortfall, budget reductions are allocated to executives on the basis of a proportionate share of their base budgets to the overall base budget.

MSU has been challenged over the years to find funds for new high-priority initiatives submitted to UPBAC. Any internal budget adjustments are voted on by UPBAC and recommendations are submitted to the President.

Evidence: The Annual Operating Budget can be accessed on the BOR [website](#).²

7.A.4 Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes. The institution has a governing board policy guiding the use and limit of debt.

MSU's primary source of capital construction and maintenance of educational facilities continues to be the state legislature's LRBP. Campus building requests are presented to the President's Executive Council (PEC) for discussion and approved by the President before submittal to the BOR for inclusion in the MUS LRBP.³ All requests from throughout the university system are ranked by the BOR, and then submitted to the Governor. The Governor, in turn, ranks all requests from throughout state government and includes only the highest priority requests in the official biennial budget proposal. Final funding decisions are made by the legislature. A more complete discussion of this subject is presented in **Standard 8.A.4**.

Debt is incurred for significant capital projects that are non-instructional in nature. Significant sources of funds used for capital expenditure or debt-service outlay include earmarked student and equipment fees, auxiliary enterprise and parking funds, grant funding, and facility and administrative indirect cost recoveries (F&A Recoveries). Capital purchases and debt service expended from

instructional funds are not significant in comparison with other funding sources. There is a low level of expenditures for capital from general operating funds; therefore there is not an unreasonable drain on funds available for educational purposes.

There is no stated BOR policy on debt levels for an institution; however, certain external and internal policies are followed that help assure that MSU does not over-extend itself. The BOR must approve all new bonded indebtedness. Together with the BOR and the OCHE, MSU is expected to exercise prudent fiscal policies so as not to commit to debt levels that might jeopardize required bond debt service coverage ratios as mandated by MSU's bond indentures (generally 110 percent or 120 percent). Internally, MSU has established a Debt Planning and Management Committee, of which certain sub-committees are called as needed to recommend action and monitor specific proposed and existing debt issuances. Composition of the committee members can be found [online](#).⁴ The most recent ad-hoc committee reviewed the financial plan for the revenues underlying MSU's Series J 2005 Debt, a \$25.75M bond involving both auxiliary funding and a student fee pledged as repayment.

In addition, MSU has a formal and legal inter-institution bond agreement that binds all MSU units to specific terms of bond debt service repayments to the funding institution, in the event that a particular unit is not able to fully service its own institutional debt, for all legally cross-pledged bond issues. MSU has received credit ratings from both Moody's Investor Service (Moody's) and Standard & Poor's (S&P), both Nationally Recognized Statistical Rating Organizations (NRSROs) since August of 1996. Strong financial management and performance has contributed to excellent credit ratings—A 1 (Moody's)⁵ and A+ (S&P).⁶

All other long-term debt service, such as State Intercap or bank loans, are evaluated by the Administration & Finance office to ensure that the identified source of repayment is adequate to address the debt service, based upon a

review of historical as well as projected revenue generation. Other long-term debt resulting from leases and vendor-financed purchases are subject to the series of reviews associated with purchasing policies and regulations as well as accounting office monitoring.

MSU's bond indenture requires a revenue bond disclosure in the form of an annual, independently audited, report on pledged revenues, debt service coverage ratios, and compliance with indenture covenants. In addition, the indenture requires that average annual debt service levels be maintained at 120 percent of debt service for any new debt issuance. Although the SEC does not have any direct authority over the debt issuances of municipalities, its regulatory influence does impact the underwriters of MSU's bonds, and thus the disclosures that MSU must provide in connection with its debt portfolio.

Evidence: 7.11 Debt Service Schedule; Revenue Bond [Report](#);⁷ Financial [Report](#);⁸ Montana Code Annotated (MCA) 20-25-402, 20-25-405, and [20-25-302](#);⁹ Montana Board of Investments Intercap [Program](#);¹⁰ Bonded Indebtedness [Report](#).^{11, 11.2, 11.3, 11.4, 11.5}



PHOTO BY KELLY GORHAM

Standard 7.B – Adequacy of Financial Resources

The BOR hired Dennis Jones from the National Center for Higher Education Management Systems (NCHEMS) to select peer institutions for each MUS unit and to compare the unit funding to that of selected peers. MSU's funding was 70 percent of its 15 independently selected peers. Peer status was based on number of students and similarity of programs.

The 2009 Delta Project on Postsecondary Education Costs, Productivity and Accountability reported that the education and related expenditures per student at research institutions in Montana are approximately 63.4 percent of the national average (\$8,916 vs. \$14,058). The same study shows that students at Montana research institutions pay a much higher share of these costs (74 percent) than the national average (51 percent). Finally, the average state subsidy portion of the education and related expenses in Montana is \$2,366. Only one state (New Hampshire) has a lower figure.

Evidence: 7.1 MUS Peer Revenue Report (Prepared by [NCHEMS](#));¹² Delta [Project](#).¹³

7.B.1 The institution provides evidence that it seeks and utilizes different sources of funds adequate to support its programs and services. The commitment of those resources among programs and services reflects appropriately the mission and goals and priorities of the institution.

Various revenue sources serve MSU.

- General tuition supports the education and general operations of MSU.
- State appropriation and the six-mill levy support the education and general operations of the MUS. The six-mill levy is a tax applied to all property in the state and is deposited in a special account for university operations. More detail regarding the six-mill levy can be found [online](#).¹⁴ General fund money is provided to support Montana's resident students. Non-resident students pay approx-

imately 300 percent of resident tuition and Western Undergraduate Exchange (WUE) students pay 150 percent of resident tuition.

- State-appropriated one-time-only (OTO) money funds purchases of updated instructional equipment. In FY08-09, MSU received OTO funds to purchase equipment for simulation laboratories in the Nursing Program and Medical Laboratory Science training program. State appropriated OTO money was also received to fund workforce development programs. In FY08-09, MSU received OTO funds to develop the clinical training component of a Medical Laboratory Science training program.
- Expanded grants and contracts operations focus on research and on workforce/economic development. Grants and contracts vary from year to year. Grant income for facilities and administrative (F&A) costs are allocated to appropriate parties; current distributions of F&A funds can be accessed [online](#).¹⁵
 - a central pool for institutional support such as the Office of Sponsored Programs (OSP)
 - the Principal Investigator (PI)
 - the college and the dean of the PI.
- Mandatory fees, charged to all students, support computers, instructional equipment, recreational activities, student activities, academic building support, athletics, health services, and the Strand Union Building (SUB).
- Sales and service fees fund auxiliary enterprises.
- Program fees fund costs for courses having extraordinary expenses.
- Land grants for the State of Montana with timber sales from these lands provide income.
- Invested funds earn interest.
- Federal, state, and institutional financial-aid programs help eligible students pay for their educational expenses.
 - MSU also assists students in establishing eligibility for outside federal, state, and private funding sources, such as voca-

tional rehabilitation, tribal/Bureau of Indian Affairs (BIA) funding, veteran's benefits, employee assistance, and private scholarships.

- The Short-Term Emergency Loan and Book Loan funds are available for students.
- The MSU Foundation supports MSU through fund raising focused on scholarships, endowments, and capital projects.

Excerpts from MSU's latest Moody's credit report are as follows:

Operating Performance: Consistent favorable operating margins driven by diverse revenue streams; two-year state funded tuition freeze

We believe the university will continue to produce balanced to positive operations due to healthy state funding and historically strong fiscal management. MSU has consistently generated positive operating margins with annual cash flow providing good overall debt service coverage (1.8 percent three-year average operating margin and 3.2 times average debt service coverage). The university's operating margin remained positive at 1.2 percent in fiscal 2007, even with a marked increase in operating expenses due to an average 3.6 percent increase in compensation and benefits. In addition, management expects similar favorable results in fiscal 2008 despite a state implemented two-year tuition freeze for Montana residents as the state has increased appropriations to offset the loss of additional income due to annual tuition and fee increases.

MSU's revenue streams are quite diverse, with 31 percent of revenues derived from grants and contracts, 28 percent from student tuition and fees (net of financial aid), and 22 percent from state funding. For the FY06/07 biennium, the state provided a 7.5 percent increase to the MUS, and also funded several capital projects. Total state appropriations have reached \$86.8M in fiscal 2007, with

over \$24 million in capital appropriations to support renovations to existing facilities. For the 2008-09 biennium, the university will receive \$9.1M from the State's Long-Range Building Program.

Evidence: Table 7.04 Sources of Financial Aid; Table 7.09 Endowment Fund Report; Table 7.01 Current Funds Revenues; MUS Tuition and Fees.¹⁶

7.B.2 Adequate resources are available to meet debt service requirements of short-term and long term indebtedness without adversely affecting the quality of educational programs. A minimum of three years' history of the amount borrowed (whether internally or externally) for capital outlay and for operating funds is maintained. A five-year projection of future debt repayments is maintained.

Bond debt-service payments are made from net revenues generated through pledged auxiliary services, student building fees, student union fees, parking, certain rentals, and land-grant income. MSU, with BOR approval, has the ability to set and adjust the building and user fees that comprise pledged revenues. Thus, while the revenue stream for debt service is highly dependent upon student FTE, it is not subject to legislative appropriation approval. Adequacy of resources for debt-service requirements is monitored through annual audit and reporting of pledged revenues and expenditures, which includes debt-service coverage ratios. The ratios of net pledged revenues to debt service for the revenue bond program for the past five years were: FY08-2.23x, FY07-2.59x, FY06-2.41x, FY05-2.19x, and FY04-1.96x.

MSU requires centralized approval for a department's use of MSU's established loan programs. All financing plans and repayment sources are reviewed in detail to ensure that adequate resources are available to pay short- and long-term debt. Any significant new capital commitments or revenue bond

debt will not be undertaken unless the subject of the new indebtedness will generate sufficient revenues to service the new debt. Most loans are obtained through the State Board of Investments' Intercap Loan Program. Such loans are approved at the university level by a member of the Administration and Finance staff, and then are forwarded to the OCHE for approval prior to being submitted to the State Board of Investments. Intercap loans above \$500,000 require BOR approval.

Debt service schedules, including projections of revenue related to bonded indebtedness, are maintained, and are projected for the term of the debt, currently through FY36. In **Table 7.11**, a three-year summary of prior year and ten-year summary of future debt repayments is shown for each indenture and formal loan document or agreement as recorded in MSU's financial statements.

Although there is no centralized point of approval for non-bond and non-intercap financing commitments—such as capital leases—made by departments through vendor financing agreements, the financial records are reviewed by a member of University Business Services (UBS) staff periodically to determine whether any debt or lease payments are made for which a contract is not on file. Generally speaking, communication among the central financial offices and the department business personnel are effective enough that unreported debt agreements are a rarity.

The quality of the educational programs is not adversely affected as the payments are not made from operating budgets. Educational programs are enhanced by the purchase of improvements funded by bond financing.

Evidence: **Table 7.11** Debt Service Schedule; Financial [Report](#); ¹⁷ Revenue Bond [Report](#).¹⁸

7.B.3 Financial statements indicate a history of financial stability for the past five years. If an accumulated deficit has been recorded, a realistic plan to eliminate the deficit is approved by the governing board.

All financial statements indicate financial stability. Audited financial statements are con-

solidated for all units of MSU. Additionally, **Standard 7** tables, IPEDS, as well as the unaudited supplemental information for MSU in the MSU consolidated financial report provide evidence of the financial stability of the Bozeman campus. There have been no deficits; by state law, deficits in general operating funds are not allowed. Deficits in other funds are immediately addressed and corrective action is sought through either other funding sources or inter-entity loans. Negative cash balances in sub-funds are not allowed for a period longer than seven days per state law. MSU maintains a strong unrestricted cash balance. As discussed in independent reports from Moody's and S & P's, the unrestricted balance contributes favorably to MSU's credit rating.

Evidence: **Table 7.11** Debt Service Schedule; Financial [Reports](#)¹⁹; Revenue Bond [Report](#);²⁰ BOR Negative Fund Balance Policy [901.11](#);²¹ S&P and Moody's [Reports](#).^{22, 22.2}

7.B.4 Transfers among the major funds and inter-fund borrowing are legal and guided by clearly stated policies in accordance with prudent financial planning and control.

MSU follows several sources of guidance for recording and classifying transfers and interfund borrowing. These include the Montana Code Annotated (MCA), the BOR Policies and Procedures, and the Montana Operations Manual (MOM). Interfund borrowing requires the approval of the OCHE.

Transfers are largely governed by Generally Accepted Accounting Principles (GAAP), and are transacted based upon sound and prudent financial planning and control. All transfers must be approved by the UBS office, and may not be initiated by departmental personnel. A report of transfers is submitted to the OCHE at the end of each fiscal year, and detailed records are kept regarding each transfer.

Inter-entity loans are governed by state law and are reported annually to the BOR, in addition to being approved by the OCHE and the State Department of Administration.

Internal and external audits provide

checks that these guidelines and procedures are followed.

Evidence: Financial [Report](#);²³ MOMs 2-5000.²⁴

7.B.5 The institution demonstrates the adequacy of financial resources for the support of all of its offerings including specialized occupational, technical, and professional programs.

Adequate resources are allocated to ensure the success of the strategic initiatives. In the Provost's Office, a reallocation model shifts funding between departments that are changing in size and proportion to MSU as a whole. This helps to address the financial pressures that growing departments are experiencing. An external, discipline-based cost figure is used to correct historical funding disparities.

The adequacy of financial resources is demonstrated in published financial reports, including financial statements, budgets, and audits. Academic programs requiring extra funding in addition to departmental operating budgets charge a BOR-approved fee to the students enrolled.

Examples of other funding sources for academic programs include, but are not limited to, the following:

- Program Fees;
- Field experiences—internships, cooperative education, student teaching;
- Lab courses; and
- Extended University—generates funds targeted to particular courses, especially study abroad and allows departments flexibility to offer these courses at an affordable rate,

Students pay additional fees to support university initiatives such as computer technology and the Learning Management System. The fee schedule is reviewed annually and revised only through BOR approval.

Evidence: MUS Tuition and [Fees](#);²⁵ **Table 7.03** Summary Report of Revenues and Expenditures; Delaware [Study](#).²⁶

7.B.6 The institution identifies the sources of its student financial aid for current enrollments and provides evidence of planning for future financial aid in light of projected enrollments. It monitors and controls the relationship between unfunded student financial aid and tuition revenues.

Sources of financial aid for current student enrollments include the following:

- Federal Pell Grants
- Federal SEOGs
- Federal Perkins Loans
- Federal Nursing Loans, Scholarships for Disadvantaged Nursing Students, and the Nurse Faculty Loan Program
- Federal Family Educational Loans
 - Subsidized Stafford Loans
 - Unsubsidized Stafford Loans
 - PLUS Loans (for parents and graduate students)
- Federal ACG and Smart Grants
- Federal work study
- State work study
- Montana Higher Education Grants
- Montana Tuition Assistance Program
- Montana Guaranteed Student Loan Program Grants
- Student Assistance Foundation Acce\$\$ Grants
- State Tuition Waivers, Statutory
- State Tuition Waivers, Discretionary
- MSU scholarships
- Other federal, state, institutional, and private scholarships and funding.

When tuition is increased, MSU increases the amount of funding available for student tuition waivers proportionally to ensure adequate tuition waiver resources.

MSU submits the Fiscal Operations Report and Application to Participate (FISAP) for campus-based financial-aid pro-

Nearly every MSU department with external comparators reflects below-average funding. Yet, those same comparators show superior productivity for MSU. Thus, even with modest funding, MSU is doing more with less.

grams to the Federal Government annually; this report is a monitoring tool used by the Federal Government.

Evidence: **Table 7.04** Sources of Financial Aid; Two-year Default [Rate](#);²⁷ FISAP [report](#).²⁸

7.B.7 The institution maintains adequate financial reserves to meet fluctuations in operating revenue, expenses, and debt service.

The financial trends shown in finance tables reflect a stable overall operating surplus. MSU operates under a BOR mandate that requires MSU to report any accounting entity that has a negative fund balance, and to provide a deficit-reduction plan. In addition, the legislature requires that MSU report any accounting entity that has a negative cash balance for two consecutive year-end periods. The combination of these reporting requirements has resulted in strict management of entities within the university's fund structure. Financial directors monitor all funds for negative cash and fund balances, with particular emphasis at year end, and financial staff members work with departments to identify additional resources, or expenditure reductions, to eliminate any deficits.

Pledged revenue funds are monitored, and operations are projected throughout the life of required debt service. In addition to maintaining adequate reserves in pledged revenue funds, the BOR permits reserves of certain state-appropriated funds in specific circumstances. The reserves are as follows:

- Enrollment Reserve
- Scholarship and Stipend Reserve
- Retirement Reserve
- Plant Fund Expenditure Reserve.

Reserves may also be set aside to fund the replacement of equipment used in providing MSU services.

See Moody's and S&P reports, which also comment favorably on MSU's unrestricted balances.

Evidence: **Table 7.03** Summary Report of Revenues and Expenditures; S&P and

Moody's [Reports](#);^{29,29.2} Enrollment, Scholarship & Stipend, and Retirement [Reserves](#).³⁰

7.B.8 The institution demonstrates an understanding of the financial relationship between its education and general operations and its auxiliary enterprises and their respective contributions to the overall operations of the institution. This includes the institution's recognition of whether it is dependent on auxiliary enterprise income to balance education and general operations or whether the institution has to use education and general operations income to balance auxiliary enterprises.

The financial relationship among education and general operations and the auxiliary enterprises must be independent. However, auxiliary funds have been used to supplement the education and general operations through scholarship and recruitment funding. Parking funds from the auxiliary operations have been used to supplement the University Police general operations. Administrative costs incurred in the education and general funds to support auxiliary and other non-instructional enterprises are recovered through an overhead cost distribution schedule. The distributed cost-share amounts are determined based on the use of the service by auxiliaries and the reasonable cost of that service.

Evidence: **Table 7.01** Current Funds Revenues; **Table 7.02** Current Funds Expenditures; **Table 7.03** Summary Report of Revenues and Expenditures.

Standard 7.C – Financial Management

7.C.1 The president reports regularly to the governing board about the financial adequacy and stability of the institution.

Operating budgets reflecting actual expenditures for the previous year and projected budget for the current year are submitted to the BOR annually. These budgets

are reviewed and approved by the board. A report is made annually to the BOR regarding long-term and short-term loans, all outstanding debt, negative fund and/or cash balances. Clean audit opinions reflect financial adequacy and stability and are reported to the BOR. Any audit recommendations made in audits are responded to by the Assistant Vice President for Administration and Finance. A plan of corrective action is developed following the issuing of the report. During an audit review, the auditors review progress on addressing previous audit recommendations. The Vice President for Administration and Finance brings the major financial and administrative matters to the BOR for its review and approval.

Evidence: Inter-Entity Loans [Report](#);³¹ Bonded Indebtedness [Report](#);^{32, 32.2, 32.3, 32.4, 32.5} Negative Fund Balance [Report](#).³³

7.C.2 Financial functions are centralized and are under a single qualified financial officer responsible to the president. Institutional business functions are under one or more qualified officers, are well organized, and function effectively. The complexity of the business organization reflects the size of the institution and the significance of its transactions.

All fiscal operations are centralized under the Vice President for Administration and Finance who reports to the President.

Accounts receivable, accounts payable, purchasing, financial reporting, investing, bonding, and property management are under the Assistant Vice President for Financial Services. Personnel, payroll, and benefits are under the Assistant Vice President for Human Resources. Overhead costs, recharges, budget development, monitoring, and reporting are under the Director of University Budgets. All of the above functions report to the Vice President for Administration and Finance.

Internal auditing is the responsibility of the Director of Internal Audit, who reports directly to the President. Financial and compliance audits demonstrate that the financial aspects of

MSU are efficiently and responsibly conducted.

MSU is involved in a comprehensive Business Process Redesign (BPR) with all other campuses of MSU to assure optimal effectiveness and efficiency in business operations. All administrative business processes and functions were reviewed in detail to analyze and determine best practices. Examples of enhancements made, or in process, include streamlining electronic delivery of payroll and time entry, online enrollment for benefits, budget management reports, investment and debt management tools, and development of various financial reports. Details of the BPR process can be found [online](#).³⁴ Review of the website will show the detail of assessment done on the majority of business practices at MSU. The BPR process is the assessment tool used by UBS, Human Resources, and the Budget Office to continually improve business operations.

Evidence: Administration and Finance Organizational [Chart](#);³⁵ BPR.

7.C.3 All expenditures and income from whatever source, and the administration of scholarships, grants in aid, loans, and student employment, are fully controlled by the institution and are included in its regular planning, budgeting, accounting, and auditing procedures.

All expenditures and revenue are recorded in Banner, MSU's Administration, Finance, and Accounting System. The Banner System is audited by the Legislative Audit Division (LAD) of the State of Montana. All revenues and expenditures are subject to laws, policies, and procedures. Grant and gift funds contain special restrictions. Revenues and expenditures are grouped and reported by funds. With the exception of agency funds, all funds are budgeted and included in the planning and budgeting process.

All funds, including financial-aid funds, are subject to audit by the Legislative Auditor's Office. Revenues and expenditures are controlled through a process of fund controller approval, supervisory review, bud-

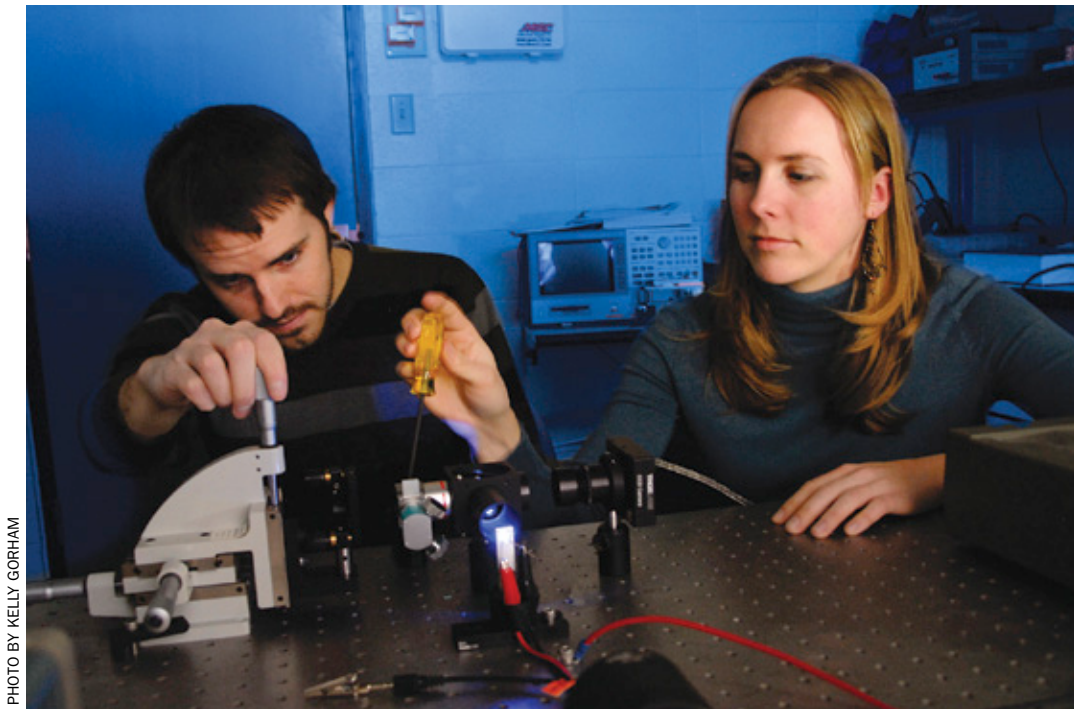


PHOTO BY KELLY GORHAM

getary and internal controls, and adherence to federal, state, local, BOR, and MSU laws, policies, and procedures. The MSU Foundation is audited annually by an independent CPA firm.

The Business Procedures Manual is updated regularly to provide guidance to financial managers regarding the proper accounting and expenditure of funds.

Evidence: [Financial Report](#); ³⁶ [Business Procedures Manual](#). ³⁷

7.C.4 The institution has clearly defined and implemented policies regarding cash management and investments which have been approved by the governing board.

MSU's choice of investments is strictly limited by state statute. Bond indentures further define permitted investments. Other than funds held by the MSU Foundation per agreement and the bond trustee (US Bank), all investments are held through the State of Montana. Currently, State investments are held in the Short Term Investment Pool (STIP), a cash-equivalent pool, and the Trust Fund Bond Pool (TFBP), a long-term invest-

ment vehicle. Cash management is defined by industry best practices and institutional needs, including the recently updated Uniform Prudent Management of Institutional Funds Act (UPMIFA). State policies and/or statutes provide written guidelines in defining the maximum time that an overall fund group may have an inadvertent negative cash balance. There are no limitations on how long cash balances may remain uninvested, or how large an uninvested balance may be; however, MSU makes every effort to ensure that its funds are invested in STIP whenever possible.

Institutional policies that ensure all income is accounted for and administered by the institutional administration, or agents thereof, are addressed in the MOM Chapter [2-1200](#)³⁸ and the MSU Business Procedures Manual Section 250.2 and [260.0](#).³⁹ Significant relevant procedures regarding cash management include the following:

- All cash collected by a university system must be promptly deposited intact in a bank to the credit of the State Treasury;
- All negotiable instruments must be restrictively endorsed, preferably upon acceptance;

- All collections shall be deposited at least weekly or whenever total collections accumulate to \$200 cash or \$750 cash and checks;
- All collections must be adequately secured and access to safekeeping facilities appropriately restricted;
- Every deposit made in the State Treasury must be documented on a bank deposit ticket and a State collection report;
- All the financial gifts and checks payable to MSU will be deposited in the State Treasury.

Evidence: MSU Foundation Investment Policy;⁴⁰ Montana Board of Investments STIP Program.⁴¹

7.C.5 The institution's accounting system follows generally accepted principles of accounting.

Income from all sources, and all related expenditures, are recorded in the institution's Banner accounting system by source and in accordance with all applicable accounting principles and state accounting policy. The Banner system contains a GASB financial statement extract feature that facilitates reporting in accordance with up-to-date accounting pronouncements. In addition, daily transaction summaries are fed electronically to the State of Montana accounting system, where the State Accounting Division prepares independently-generated financial statements. Such systems are reconciled monthly. All transactions are recorded in accordance with applicable federal, state, BOR, and MSU policy.

Evidence: Financial Report.⁴²

7.C.6 For independent institutions, the governing board is responsible for the selection of an auditing firm and receives the annual audit report.

Not applicable.

7.C.7 Independent institutions are audited annually by an independent certified public accountant and the audit is conducted in accordance with

generally accepted auditing standards. The audit includes a management letter. A summary of the latest audited financial statement is made available to the public.

Not applicable.

7.C.8 Proprietary institution makes available annually a financial summary which includes, as a minimum, a list of company officers, a statement of profit and loss, expenditures, indebtedness, and companies which have a controlling interest in the institution.

Not applicable.

7.C.9 If public institutions are, by law, audited by a state agency, an independent audit is not required except for any funds not subject to governmental audit.

MSU is, by law, subject to governmental audit by the LAD. The LAD performs a financial audit of MSU every year. It also performs a financial-related (compliance) audit of MSU every two years covering the two-year period since the last audit, meeting the requirements of the US Office of Management and Budget (OMB) Circular A-133. The audit results are included in the Statewide Single Audit Report. The LAD may conduct other audits as needed.

7.C.10 All funds for financial aid and other specific programs not subject to governmental audit are audited annually by an independent certified public accountant and include a management letter.

Financial aid funds are included in the scope of the recurring LAD audits. MSU is also subject to audit as required or desired by federal agencies and other entities that sponsor or regulate programs. MSU selects independent auditors deemed qualified by the state using a process that requests bids by firms as required. Activities and university component units included in this group of audits are:

- Intercollegiate Athletics, as required by the NCAA;
- KGLT FM, public telecommunications entity operated by the BOR and considered a special program of the Associated Students of MSU for financial reporting purposes, as required by the Corporation for Public Broadcasting;
- KUSM TV, public television station operated by MSU, as required by the Corporation for Public Broadcasting;
- MSU Bobcat Club, Inc., not-for-profit organization that promotes and supports Intercollegiate Athletics
- MSU Foundation, Inc., not-for-profit organization that supports and enhances MSU;
- Museum of the Rockies, Inc., not-for-profit organization that supports the Museum of the Rockies, a department of MSU;
- Revenue bonds, as required by the SEC, the bond insurers, and as stated in the covenants of the governing indenture.

Evidence: Audit Reports for Athletics, KGLT, KUSM, Bobcat Club, MSU Foundation, Museum of the Rockies, and Revenue [Bonds](#).^{43, 43.2, 43.3, 43.4, 43.5, 43.6}

7.C.11 The institution demonstrates a well-organized program of internal audit (where appropriate) and control that complements the accounting system and the external audit.

MSU's Department of Internal Audit reports directly to the MSU President, and its purpose, responsibility, and authority are outlined in the Internal Audit [Charter](#).⁴⁴ This document is based on internal auditing professional standards and was approved by the MSU President. Internal Audit provides independent objective appraisals and consulting for MSU, coordinates external audits of MSU, and investigates potential fiscal misconduct. Consulting activities include providing campus-wide training on internal control, employee fraud prevention, and related topics.

7.C.12 The institution demonstrates that recommendations in the auditor's management letter accompanying the audit report have been adequately considered.

The LAD and independent auditors issue audit reports that may include audit findings and recommendations. The auditors also provide management letters to communicate other matters to MSU as deemed necessary based on professional standards. The auditors typically provide audit reports and management letters in exit conferences attended by MSU management and Internal Audit representatives. Internal Audit coordinates and compiles the written responses from MSU to each recommendation, as well as the responses to auditor requests for status updates through resolution. Internal audit, the LAD, and independent auditors follow up to ensure that the institution adequately considers auditor recommendations and implements significant recommendations.

7.C.13 Federal, state, external, and internal audit reports are made available for examination as part of any evaluation conducted by the Northwest Commission on Colleges and University.

Federal, state, external, and internal audit reports are available for examination as part of any evaluation conducted by the Northwest Commission on Colleges and Universities.

Standard 7.D – Fundraising and Development

The MSU Foundation, Inc. (MSU Foundation) was incorporated in 1946 as an independent, not-for-profit corporation with a mission to enhance the excellence of MSU by attracting private financial support and providing prudent stewardship of its resources and friendships. Through the identification, cultivation, and solicitation of gifts, grants, bequests, and other forms of financial support and through the management of its assets in accordance with its purpose and

fiduciary responsibilities, the MSU Foundation helps to enhance the quality and scope of MSU's teaching, research, and outreach to provide the margin of excellence to ensure MSU's future.

The MSU Foundation serves as the primary fundraising arm of MSU. The MSU Foundation is organized exclusively to raise, accept, and manage gifts for the benefit of the entire university and the Internal Revenue Service (IRS) recognizes the MSU Foundation as a tax-exempt public organization under Section 501(c) (3) of the IRS Code. There are five additional university-affiliated organizations engaged in fundraising: the Alumni Association, Bobcat Athletics, the Museum of the Rockies, the Wheeler Center, and the Friends of Montana PBS/KUSM. The MSU Foundation coordinates the fundraising efforts of these entities although day-to-day operational management is independent.

Evidence: Articles of [Incorporation](#).⁴⁵

7.D.1 All college/University fundraising activities are governed by institutional policies, comply with governmental requirements, and are conducted in a professional and ethical manner.

All fundraising and asset management activities comply with institutional policies and governmental requirements. These policies and requirements are defined by the IRS, the State of Montana, MSU, BOR, MSU Foundation Board of Directors, the Council for Advancement and Support of Education (CASE), UPMIFA, and GAAP for not-for-profit organizations. In this regard, the MSU Foundation has adopted a comprehensive set of policies and guidelines for all of its activities including gift acceptance and recording, endowment gifts and naming opportunities, endowment investment, endowment spending, fee assessment, and disbursements. Other important policies, developed using Sarbanes-Oxley standards, include those for personnel: statement of values and code of conduct, whistle blower, record retention, and conflict of interest. Annually, the policies for "Statement of Values and Code of Conduct"

and the "Conflict of Interest" are required to be signed by each member of the MSU Foundation's Board of Directors and staff, to assure donors and beneficiaries that the MSU Foundation maintains and acts according to the highest moral and ethical standards in the performance of its mission and responsibilities.

Confidential information pertaining to donors or prospective donors is carefully protected so that the relationship of trust, integrity of the institution, and the right to privacy is maintained. In this regard, the MSU Foundation adheres to its policies on "Donor Confidentiality" and "Prospect Management Confidentiality."

Annually, an independent accounting firm performs an audit of the MSU Foundation's financial statements. The audit provides reasonable assurance that financial statements are free of material misstatements and are in conformity with generally accepted accounting principles. The independent auditors report directly to the Audit/Budget Committee of the MSU Foundation's Board of Directors.

Evidence: MSU Foundation [Policies](#).⁴⁶ [46.2](#), [46.3](#), [46.4](#), [46.5](#), [46.6](#), [46.7](#), [46.8](#), [46.9](#) Gift Acceptance, Values and Conduct, Endowment Spending, Disbursements, Whistleblower, Record Retention, Conflict of Interest, Donor Confidentiality, and Prospect Management; MSU Foundation Consolidated Financial [Statements](#).⁴⁷

7.D.2 Endowment and life income funds and their investments are administered by an appropriate institutional officer, foundation, or committee designated by the governing board. The organization maintains complete records concerning these funds and complies with applicable legal requirements.

The MSU Foundation is chartered to accept, hold, and invest both outright and deferred charitable gifts on its own behalf and on behalf of MSU, its colleges, departments, programs, and affiliated activities. A donor may designate the gift either to generally support the MSU Foundation or MSU, or to support a specific purpose or activity of the

MSU Foundation or MSU. The donor may designate that the gift be held permanently in an endowment fund.

Cash donations received by any unit of the MUS and made payable to that unit, will be deposited as state university system assets into the state treasury and recorded on the statewide budgeting and accounting system unless documentation clearly provides evidence of other donor intent or identifies the donation as the result of campaigns or solicitations from a separately incorporated foundation acting on behalf of the university unit. Copies of such documentation are maintained by MSU. When properly documented, such cash donations may be forwarded to the separately incorporated foundation.

Endowment funds are managed and invested in accordance with the Statement of Investment Policies, Guidelines, and Objectives. The investment policy facilitates a clear understanding of the investment goals and objectives of the MSU Foundation. It sets forth the guidelines and restrictions to be followed by the investment managers including risk and return parameters and the long term target asset allocation for the investment portfolio. The Investment Committee of the MSU Foundation's Board of Directors was established to carry out the investment policy of the MSU Foundation and provide guidance to the MSU Foundation's Chief Financial Officer and the investment managers selected by the MSU Foundation. The Investment Committee is also charged with reviewing the investment performance on a regular basis and rebalancing the investment portfolio in order to maintain the target asset allocation ranges. This policy reflects standards and best practices of institutional investing.

The MSU Foundation maintains complete records on its endowment assets including Partnership Agreements and Subscriptions Documents with investment managers, monthly account statements for each manager, each manager's annual financial statement, and all other pertinent records to support the underlying value of the invest-

ment. Additionally, the MSU Foundation maintains the documentation of donor intent for endowment and non-endowment gifts when applicable. For all endowments, a Gift Agreement, Memorandum of Agreement, or similar document is completed to clarify the purpose of the endowment and to inform the donor of the MSU Foundation's policies on gift acceptance, investment, spending, disbursement, and fee assessment. This document is retained for the life of the endowment, even if perpetual, to provide a clear record of the purpose of the fund.

Life income gifts may be made directly to the MSU Foundation, which may serve as trustee, or may be made through a corporate trustee. The MSU Foundation also offers a variety of charitable gift annuities and serves as the administrator of such annuities. As trustee or administrator, the MSU Foundation manages the assets of the trust or annuity with utmost care and prudence. In August 2004, the MSU Foundation entered into a Planned Giving Services Agreement with a professional trust company which provides investment advisory, custody, income, and administrative services including tax reporting and annual reports to donors. Life income gifts—trusts and gift annuities—are documented with either a trust agreement or a gift annuity contract and recorded in individual funds on the MSU Foundation's accounting system.

Evidence: Investment [Policy](#).⁴⁸

7.D.3 The institution has a clearly defined relationship with any foundation bearing its name or which has as its major purpose the raising of funds for the institution.

The MSU Foundation is an independent corporation whose relationship is governed by its Articles of Incorporation, bylaws, and Operating Agreement. The relationship between MSU and the MSU Foundation is arms-length. MSU agrees to encourage and maintain the independence of the MSU Foundation and, at the same time, foster the cooperative relationship between MSU and

the MSU Foundation. The terms of the relationship and the responsibilities of the parties are defined in the BOR Policy and Procedures Manual and in a detailed operating agreement that has been approved by the governing bodies of both entities.

Evidence: Articles of [Incorporation](#),⁴⁹ [Bylaws](#),⁵⁰ Foundation MOU-Operating Agreement.⁵¹

Standard 7 – Summary and Analysis

MSU is proud of its long term commitment to strong financial planning and management. Under President Gamble’s leadership, MSU established a budget development and management process that is one of the most open and participatory in higher education. To complement this, MSU is very fortunate that its fiscal leaders and managers have a high level of expertise and a significant amount of experience in higher education.

Strengths

- Proactive, participatory planning and budget committees—Strategic Planning Committee (SPC) and UPBAC—with members who are committed to developing initiatives, making decisions, and formulating budgets that are in the best interest of MSU as a whole.
- A dynamic Five-year Vision Document of strategic initiatives, which guides planning and budgeting activities throughout all levels of MSU.
- A record of shared governance in budget development, through UPBAC.
- Experienced leaders and managers, at all levels of MSU, who are committed to proactive management of budgets and prudent stewardship of institutional assets.
- Strong fiscal managers, in central administration as well as in departments across campus, who have a high level of expertise and significant higher-education experience.

- A program of regularly scheduled skills development seminars for campus fiscal managers.
- Strong fiscal support from the MSU Foundation, and the donors who have established significant endowments and/or provide considerable gifts.
- A strong student applicant pool, especially from outside of Montana.
- Extremely productive faculty and staff, as evidenced through peer comparisons of total budget, student-faculty ratio, and other similar measures.

Challenges

- MSU has many senior faculty, staff, and administrators who are leaders throughout the campus, but are nearing retirement, which could result in a sudden, significant expense, as well as a considerable loss of expertise, experience, and institutional memory.
- MSU suffers from the same condition of nearly every other institution in the nation—a lack of sufficient funds to address all deferred maintenance issues and fulfill all desired renovations and modernizations.
- MSU’s high level of productivity is also a direct reflection of its very low level of per-student funding (70-75 percent of peers). As a result, most academic programs are funded at a less-than-desirable level—and with little “fiscal cushion” to absorb the impact of any unexpected event. This does represent the potential for an occurrence that could jeopardize institutional quality, efficiency, morale, etc.
- Some departments across campus often find themselves in the position of using position-vacancy savings to cover operational expenses that are beyond their tight budgets.
- MSU’s salary and wage rates are about 73-82 [percent](#)⁵² of national peer averages, for faculty and professional positions, and about 90 percent of local averages for staff positions—and yet, the cost of living in the Gallatin Valley is more than 107 [percent](#)⁵³ of the national average.

- The recent decline in total grant funding (and related F&A funds) has created some uncertainty about funding for research support activities, as well as the F&A allocation methodology.
- Applications from Montana students, for fall semester 2009, are very strong, and the volume from out-of-state students is extremely strong. However, the likely enrollment for the coming year is difficult to predict. Nationwide, high-school seniors are applying at more colleges and universities than ever before, presumably in a search for the best fit, and best cost. In addition, 2009 marks the beginning of a decade in which the number of high-school graduates in Montana will reflect a severe decline.
- MSU's level of state funding, per resident student, is one of the lowest in the nation, and this requires a student contribution to the cost of education that reflects one of the highest proportional percentages in the nation. A study conducted in 2006 by [NCHEMS⁵⁴](#) using FY05 financial data determined that MSU has 69.8 percent of the revenue per student as the median value for a set of peer institutions. The same study showed that MSU is much more dependent on tuition revenue than are the peer institutions. Tuition accounts for 63.6 percent of MSU's revenue per student and only 34.9 percent of peer institutions' revenue per student. Another national study conducted in 2008 called the [Delta Project⁵⁵](#) showed that Montana (a combination of MSU and UM data) ranked last in the nation on education and related expenditures per student FTE.
- Although the resident student tuition rate is not one of the highest in the Western [Region⁵⁶](#), the cost as a percentage of the average Montana household income is extremely high in comparison to the average for other [states⁵⁷](#).
- The State did not provide any increase in funding for FY10 and FY11.

Standard 7 – Supporting Documentation

Required Documentation

- Table 7.01 Current Funds Revenues⁵⁸
- Table 7.02 Current Funds Expenditures and Transfers
- Table 7.03 Summary Report of Revenues and Expenditures
- Table 7.04 Sources of Financial Aid
- Table 7.09 Operating Gifts and Endowments
- Table 7.10 Capital Investments^{59, 59.2}
- Table 7.11 Debt Service Schedule^{60, 60.2, 60.3, 60.4}
- Table 7.12 Endowment and Life Income Fund Report^{61, 61.2, 61.3}
- Table 7.13 Supplementary Documentation of Year-End Accruals⁶²
- Table 7.14 List and Description of Financial and Management Reports

Required Exhibits

- Copies of the financial section of the IPEDS report for the past three years;
- Summary of the latest audited financial statement, a copy of the auditor's management letter, and the latest complete audited financial report, including those for corporations or foundations under institutional control;
- Detailed current operating budget, including budget for off-campus programs, summer sessions, and other special programs;
- Current operating budgets for auxiliary organizations including foundations, business investments, or satellite corporations under institutional control, with supplemental documentation including annual reports and audits;
- Default rate for the two most recent years as provided by the U.S. Department of Education;

Table 7.14 List and Description of Financial and Management Reports

Annual Reports:

1. **BUD 200 Current Unrestricted Expenses** – FY09 budgets are input into the financial data warehouse for the current unrestricted operating account.
 2. **BUD 300 Current Unrestricted Revenue** – FY09 budgets are input into the financial data warehouse for the current unrestricted operating account. HB 2 line-itemed appropriations and all statutory appropriations must be reported under a separate revenue account.
 3. **BUD 200A-T Current Unrestricted Expenses by Program** – FY09 budgets are input into the financial data warehouse for the current unrestricted operating account.
 4. **BUD 230 Statement of Waivers & Scholarships** – Budgeted tuition revenue waived will be input in the financial data warehouse for FY09 for fee waivers and scholarships funded from the current unrestricted operating account. The warehouse will also include scholarships and funding source. Student FTE are not captured in the warehouse, therefore, these counts will need to be provided on the CHE 104 form.
- 5–10. **Other Funds Budgets will be input to the financial data warehouse:**
- BUD 400A Budget for Auxiliary Funds
 - BUD 400R Budget for Restricted Funds
 - BUD 400L Budget for Loan Funds
 - BUD 400E Budget for Endowment Funds
 - BUD 400P Budget for Plant Funds
 - BUD 400D Budget for Designated Funds
 - BUD 400 Summary reports on Exp & Rev all funds

- 11.a. **CHE 113, All Current Funds FTE Employee Data** – Report FY 08 actual and FY09 budgets by employee category, by fund type.
 - b. **CHE 104, Student FTE portion** of the form. Report FY08 original operating plan, the FY08 actual and the FY09 budget.
12. **Budget Metrics** – Calculate and report budget metrics per the forms used in previous years for the following reports.
 - a. Expenditures per Student
 - b. Expenditure by Program
 - c. Per student Funding
 - d. Enrollment
13. **BOR Reserve Funds Reports** – If your campus utilizes any of the Board of Regent Reserve funds listed below, or plans to in FY09, submit the required information noted below with your operating budget submission.
 - a. Policy 901.6 – Authorization to expend reverted appropriations
 - i. Long-term deferred maintenance and equipment/fixed asset plan
 - ii. Summary of expenditures from this account in fiscal 2008 and planned expenditures for fiscal 2009
 - b. Policy 910.10 – Retirement Costs Revolving Account
 - i. Retirement Costs Business Plan – must be submitted annually to OCHE for approval. The Plan must include:
 1. A pledge that the account will be reserved exclusively for the deposit of General Operating funds, which will be used exclusively to cover the costs of retirement payouts in General Operating accounts.
 2. A schedule outlining the fiscal year budget for deposits, and the timing

- for all transfers, in accordance with a projection of revenue receipts.
3. A detailed calculation of annual budget amount, which must be based either on a calculated average cost of recent years, a projection drawn from years-of-service personnel records, or similar means.
- ii. Link to Board policy: <http://www.mus.edu/borpol/bor900/90110.htm>
 - iii. Loan Repayment Business Plan, if applicable
 - iii. CHE 114. Beginning fund balance, summary of revenue and expenditures, ending fund balance for this Account for fiscal 2008 actual and fiscal 2009 projected.
- c. Policy 901.13 – Use of General Operations Savings to Establish Scholarship and Stipend Accounts
 - i. Indicate whether your campus uses, or plans to use, this BOR reserve account
 - ii. Beginning fund balance, summary of revenue and expenditures, ending fund balance for this Account for fiscal 2008 actual and fiscal 2009 projected.
 - d. Policy 901.15 – Establishment of Reserve Revolving Accounts
 - i. Indicate whether your campus uses, or plans to use, this BOR reserve account
 - ii. Annual status report to the Board of Regents is required, and shall include the following:
 1. FY08 actual and FY09 estimated transfers to the Account
 2. FY08 actual and FY09 estimated transfers out of the Account
 3. FY08 actual and FY09 estimated beginning and ending fund balance of the Account (CHE 114).
 4. If funds were transferred out of the Account in FY08, the report must also include documentation of the revenue shortfall or unanticipated expenditures that precipitated the transfer.
- Link to Board policy: <http://www.mus.edu/borpol/bor900/bor900.asp>
14. **Negative Fund Balance Report** – A separate narrative report is required from each campus detailing negative fund balances as of 06/30/08.
 15. **Negative Cash Balance Report** – A separate narrative report is required from each campus detailing negative cash balances as of 06/30/08.
 16. **Inter-entity Loan Status Report** – A separate narrative report is required from each campus detailing inter-entity loans outstanding as 06/30/08.
 17. **Bonded Indebtedness** – Report total bonded indebtedness by campus as of 06/30/08.
 18. **Non-mandatory Transfers Activity Report** – Report detailing the actual FY 2008 non-mandatory transfers made.
 19. **Athletic Report Schedules of revenue and expenditures by sport, participation by sport, graduation rates, spring semester GPAs, and financial aid dollars by sport.**
 20. **Staff and Compensation – Report detailing the salary increases for Executives. Other staff and compensation reports are submitted and approved by the CHE.**
 21. **Research and Technology Transfer Report – UM-Missoula and MSU-Bozeman representatives of the affiliated campuses shall submit to the CHE a report summarizing the research and technology transfer activities for the previous fiscal year. UM-Missoula and MSU-Bozeman shall each submit to the CHE a report of the requests for any non-competitive federal funds which the units anticipate submitting to Montana’s congressional delegation for inclusion in the federal budget. The report will be submitted to the Commissioner’s office prior to campus representatives sharing it with Montana’s federal delegation and presented to the board annually at the**

January meeting.

Biennial Reports:

1. Inventory of Tuition and Fees – Matrices of proposed tuition and fee increases and the reasons for the increases.
2. Campus Affiliated Foundations – The campuses of the MUS and their affiliated foundations shall enter into a public, written operating agreement that (1) outlines the relationship between the two entities; (2) incorporates an appropriate balance of foundation independence and BOR

oversight; and (3) defines appropriate foundation activities. This agreement shall be reviewed and approved by the BOR at least every two years. Biennial submission of **audited financial statements** and a **list of foundation officers**, directors, or trustees, through their campus chief executive officer (and President), to the Commissioner of Higher Education and BOR. The commissioner shall make this information available to the executive and legislative branches of state government and members of the public who request it.

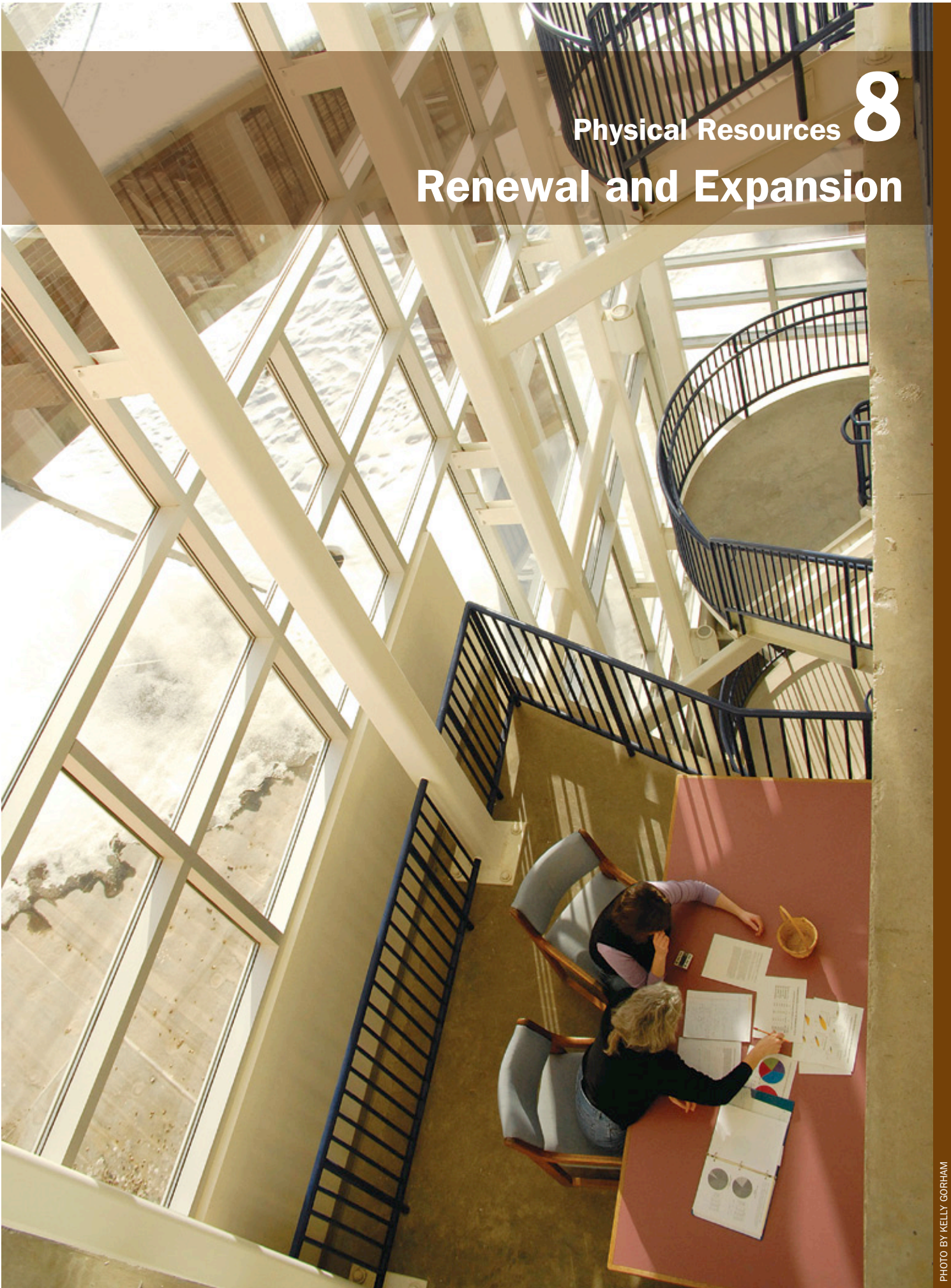
Endnotes for Standard 7

- ¹ <http://www.montana.edu/upba/>
- ² http://www.mus.edu/data/operating_budgets/FY08/OperatingBudgetsFY08.asp
- ³ http://mt.gov/budget/budgets/2011_budget/OBPP_F.pdf
- ⁴ <http://www.montana.edu/opa/coms/>
- ⁵ http://www.montana.edu/accreditation/accredLinks/st7/Moodys_Rating_May_2008.pdf
- ⁶ http://www.montana.edu/accreditation/accredLinks/st7/Montana_State_University_SnP_Rating_May_2008.pdf
- ⁷ http://www.montana.edu/accreditation/accredLinks/st7/7.C.10_Revenue_Bond-Bozeman_Exhibit.pdf
- ⁸ <http://www.montana.edu/wwwbu/MSU%202008%20Consolidated%20Financial%20Statements.pdf>
- ⁹ http://data.opi.mt.gov/bills/mca_toc/index.htm
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Physical Resources **8**

Renewal and Expansion



8 Physical Resources Renewal and Expansion



Introduction

Founded in 1893, Montana State University (MSU) was established as Montana's land-grant institution. The City of Bozeman was selected for the state's first legislatively created college, which was first named the Agricultural College of the State of Montana. The campus consists of a collection of buildings spanning parts of three centuries. The buildings reflect the architectural style, academic trends, and social and cultural norms of the respective eras and embody the ideas, values, and vision of those who shaped MSU.

Prior to World War II, buildings at what was then called Montana State College encompassed about 600,000 gross square feet. The campus facilities experienced significant growth in the two decades following the end of World War II, doubling the building space on campus.

During the 1960s and 1970s the campus continued to experience significant expansion of its facilities growth, constructing 35 new buildings, including athletic events facilities and numerous agricultural structures, despite limited financial resources. The institution's expansion led to the official name change to Montana State University, July 1, 1965.

Throughout the 1990s, additional square footage was added for new and expanding programs. New building construction projects completed in the 1990s include Plant Bioscience, Engineering Physical Science Building, and 3,741 linear feet of the Utility Tunnel completing Phase 1 and 2 of the project. The focus of construction projects between 1998 and 2008 was on renovation of existing buildings, but also included significant new construction including the Black Box Theatre and the Chemistry Biochemistry Building. Projects

completed during the last ten years included seismic fortification of the Steam Plant; 4,900 linear feet expansion of the Utility Tunnel (Phase 3 and 4, costing \$14.1 million), including the most recent new tunnel branch for the Chemistry Biochemistry Building; water and sewer improvements totaling \$1,050,000; and parking and street maintenance for \$1,500,000. **Appendix 8.1**, *MSU–Campus Improvements 1998-2008 map*, locates projects costing over one million dollars.

In fall 2007, MSU achieved a student enrollment of 12,170 students and a faculty population of 850—594 full-time and 256 part-time faculty members. Leadership in research-intensive academic programs and new state-of-the-art science and engineering facilities contributed to MSU being ranked 94th in the top tier of research universities in the United States (Carnegie Foundation for the Advancement of Teaching, 2006).

In 2008, MSU's campus reached a total square footage of 4,287,477 gross square feet upon completion of the Chemistry Biochemistry Building and other building expansions. Currently, the campus consists of approximately 950 contiguous acres including the Bozeman Agricultural Research and Teaching Farm, and the original core campus. In addition to the 950-acre campus, the Montana Agricultural Experiment Station (MAES) consists of approximately 29,000 acres throughout the state, dispersed amongst seven research centers and six agricultural properties.

MSU continues to evolve in response to the needs of the students, faculty, and staff in order to achieve its teaching and learning goals. Two departments, Office of Facility Services (OFS) and Facilities Planning, Design, and Construction (FPDC) are charged with management of all maintenance, planning, design, and construction efforts for new buildings, renovations, major maintenance, and infrastructure projects for all MSU facilities.

The 2008 Long Range Campus Development Plan, **Appendix 8.2**, details a framework that promotes efficient continued expansion that incorporates strategic densification of the central campus to promote energy efficient

use of infrastructure and balanced resource sharing. As part of an institution of higher education, individual buildings and the collective campus should stimulate and engender comfort and safety, and demonstrate sustainable practices.

Standard 8.A – Instructional and Support Facilities

8.A.1 Instructional facilities are sufficient to achieve the institution's mission and goals.

The OFS departments direct resources towards projects that support MSU's instruction mission, goals, and initiatives. Through the combined resources of the state's Long Range Building Program (LRBP) funding, departmental funds, and federal and private grants, MSU has directed over \$113 million dollars towards improvements for instructional and support facilities since 1998. However, funding requirements necessary to meet the demands of the twenty-first-century campus still remain a challenge. The cost of construction in the Bozeman and Gallatin County markets continues to outpace funding available to create and maintain facilities comparable to peer institutions and more importantly to meet the expectations of today's students.

Over the past decade, MSU focused on infrastructure improvement including bricks and mortar as well as technology. Renovation of existing facilities as well as new construction of several instructional and research facilities such as the Chemistry Biochemistry Building, Gaines Hall Renovation, and the Visual Communications Black Box Theatre facility has significantly added to the MSU's instructional assets. A total of 35 buildings around campus have wireless access availability. Heavily used instructional facilities such as the Renne Library and the Strand Union Building (SUB), as well as the intensely used engineering complex (Cobleigh Hall, Roberts Hall, and EPS Building) provide full coverage allowing wireless use throughout those buildings.

In 2008, a survey of faculty for this self-study was conducted to collect information about the classrooms at MSU. The survey included seven questions regarding the condition of the physical environment and services provided by OFS departments. Questions pertaining to classrooms, labs, and studios focused on the adequacy of classroom choices to accommodate the range of teaching styles, sufficient technology, and A/V equipment, condition of seating and writing surfaces, proper acoustics, and appropriate seating capacities. According to the 316 faculty respondents, improvements can be made regarding the range of classroom choices to meet specific teaching styles and instruction needs. A total of 107 respondents (representing 33.9% of the sample) disagreed that MSU provided “adequate choices of classrooms” to fit a teaching style, and 59 respondents (18.7% of the sample) “strongly” affirmed this point. All other facilities-related survey questions received satisfactory ratings with generally 45-50% of respondents agreeing with statements, 2-7% strongly agreeing, and between 15-22% responding neutrally. Overall, it would be ideal to have many different types of classrooms available at all times for different types of classes. However, due to the high demand for space at preferred times and limited space within the university in which to schedule classes, adjustments sometimes are made that do not completely fit specific class needs and teaching styles.

Technology

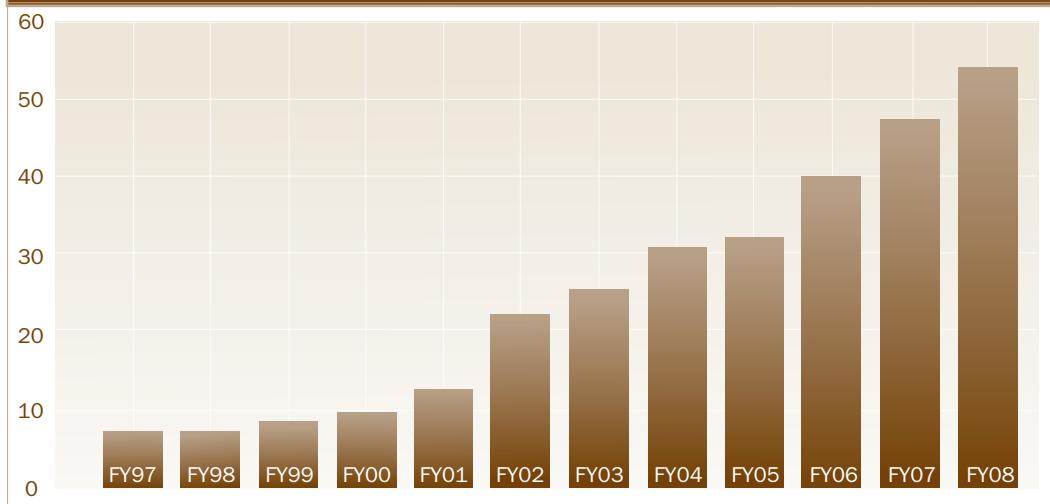
Technology-enhanced classrooms, labs, and collaborative work areas create new opportunities in teaching and learning by integrating networking, computers, and audiovisual technologies. These technologies provide faculty members and students with an opportunity to enrich the educational experience. The campus embarked on a program in 1998 to update, maintain, and develop multimedia smart carts in Registrar-controlled classrooms with support and management provided centrally by the Information Technology Center (ITC). Today 40 out of 87 (46%) of the Reg-



PHOTO BY STEPHEN HUNTS

istrar-controlled classrooms are equipped with smart carts that feature a dedicated PC connected to the campus network, connection for a laptop computer, VCR/DVD player, speakers, remote mouse, and a ceiling-mounted projector. An additional 15 out of 87 (17%) of the Registrar-controlled classrooms are equipped with a laptop-only connection and a ceiling-mounted projector. The ceiling-mounted projectors in these classrooms are managed, monitored, and controlled centrally over the campus network and the equipment is refreshed on a regular basis using funding from Student Equipment Fees. In total 128 classrooms, labs, and conference spaces are currently equipped with ceiling-mounted projectors and differing levels of audiovisual equipment.

The demand for classroom technology is not yet fully met. In the self-study survey of faculty, small majorities agreed that Internet connectivity and audiovisual equipment was sufficient, while one-third disagreed that there is sufficient Internet access in classrooms. In August 2008, five classrooms in Wilson Hall were improved with smart-cart equipment and technology after having been identified as spaces that are heavily utilized in all semesters, including both summer sessions. The number of smart-cart technology equipped Registrar-controlled classrooms has steadily increased over time as depicted in **Graph 8.01**.

Graph 8.01: Cumulative Number of Smart Cart Installations in Registrar Controlled Classrooms

Of significant note, Gaines Hall, the chemistry and sciences building, is undergoing a \$32 million dollar whole-building renovation. When completed in 2010, this academic building will include a large, more than 260-person, tiered lecture hall and at least four classrooms equipped with ceiling-mounted and built-in equipment and technology.

In addition to traditional lecture style classrooms, MSU has 151 laboratory teaching rooms, with a seating capacity of 4,546. There are 633 laboratory research rooms with a square footage of 235,038. Computer labs,

dispersed throughout campus, are designed and equipped to accommodate college- or program-specific software and hardware.

Computer labs and computer kiosks may be ITC- or non-ITC-controlled. ITC-controlled computer labs are globally accessible to students and faculty and are located throughout the campus. ITC-controlled computer labs often include a User Support Assistant (USA) for onsite technical assistance to computer users. Approximately 373 ITC-controlled computers within labs are available in nine buildings, as detailed in the following table.

TABLE 8.01: ITC Controlled Computer Labs & Computers

Building	Room Number	Qty
Cheever Hall	121	21
Leon Johnson Hall	208	21
Linfield Hall	232	21
Marga Hosaeus Fitness Center	Lobby	2
Reid Hall	302	41
Reid Hall	303	17
Reid Hall	304	17
Reid Hall	305	25
Reid Hall	306	70
Renne Library	2nd Floor	6
Renne Library	3rd Floor	6

Roberts Hall	109	24
Roberts Hall	110	30
Roberts Hall	111	32
Strand Union Building (SUB)	Kiosks	25
Wilson Hall	2-185	15
	Total	373

Non-ITC-controlled labs are college-, school-, or department-controlled and are also dispersed throughout campus. These computer labs are reserved for specific student use and are often programmed with discipline-specific software and programs.

The Colleges of Nursing, Engineering, Letters and Science, Business, Agriculture, and Arts and Architecture have non-ITC computer labs. Approximately 992 non-ITC controlled computers are available in various buildings, as detailed in the following table.

Academic Department Computer Labs and Other Student Accessible Public Computers
(includes Laptops)

Building	Room Number	Qty	Department
AJM	121	8	Education Science Methods
AJM	127	10	Physics
AJM	221	16	Spacial Analysis Center
AJM	228	10	Earth Science
Auxiliary Dormitories	Various	51	Resnet
Chemistry Modular Buildings	100, 101, 102, 103, 105, 106, 108	74	Chemistry
Cobleigh Hall	308	24	Chemical Engineering
Cobleigh Hall	210, 426	65	Civil Engineering
Cobleigh Hall	625, 639	35	Electrical Engineering
Cooley	B-2	20	Micro Biology
EPS	333	12	Center for Biofilm Engineering
EPS	254	42	Computer Science
EPS	116, 129, 134, Various	70	Industrial and Mechanical Engineering
EPS	230, 219	16	Physics
Hamilton Hall	315	2	Military Science
Howard Hall	129	10	Music
Lewis Hall	407	10	Ecology
Reid Hall	302, Various	72	College of Business
Reid Hall	425	62	Education
Reid Hall	422	13	Education, Media Services
Reid Hall	333	25	Modern Language

Renne Library	2nd & 3rd Fl	135	Renne Community
Roberts Hall	415, 419	20	Industrial and Mechanical Engineering
Sherrick	Commons	6	College of Nursing
Traphagen Hall	101B, 200, 116, 100	35	Earth Science
Visual Communications Building	145, 153, 159, 211, 237		
Commons	48		Film & Photography
Wilson Hall	1-144, 1-145	43	Math
Wilson Hall	1-133	15	Math Education
Wilson Hall	2-110	17	Sociology
Haynes Hall	216, 247	26	Architecture
	Total	992	

The following is a summary of the ITC and non-ITC public computers on campus as detailed in the above Tables. The computer counts do not include graduate student personal computers or any other computers assigned to a single individual, and there may be other unaccounted computers.

Summary of ITC and non-ITC Public Computers	
Department Name	Qty
ITC Computers	373
Department & Other Student Accessible Computers	992
Total	1365

Class Utilization

In 2006, MSU purchased AD-ASTRA software for management and reporting of classroom scheduling and as a tool to improve space utilization. MSU is currently undergoing a phased implementation of AD-ASTRA and in fall 2008 initiated real time scheduling of Registrar-controlled classrooms. AD-ASTRA's functional capabilities and reliability is still being evaluated. During this transition, in order to ensure scheduling

accuracy, AD-ASTRA classroom scheduling is backed up by the existing Banner system's scheduling functions. AD-ASTRA is expected to be fully functional in the next few years and can expand capabilities with enhanced software versions.

8.A.2 Facilities assigned to an instructional function are adequate for the effective operation of the function.

MSU and the State of Montana have placed additional focus on resources to plan and fund maintenance repairs and improvements to instructional facilities. For this purpose, the classroom committee was recently reconvened to evaluate, prioritize, and establish a comprehensive long-range improvement plan for instructional classrooms. The committee is comprised of representatives drawn from across the campus community including the faculty, students, the Provost's Office, the Registrar's Office, technology departments, maintenance, and design. The committee performs comprehensive reviews of the facilities in order to identify and prioritize future maintenance and renovation spending. Funding through the LRBP, maintenance, and departmental budgets is pooled and directed towards critical areas. Outdated or heavily-

used facilities receive additional attention and are being mechanically and electrically updated as well as furnished with both architectural furnishings and technology to meet the needs of the twenty-first-century campus.

Results from the 2008 faculty survey indicate a majority of respondents agreed that the condition of room acoustics (53%), seating (52%), and writing surfaces (58%) are adequate; while 30% feel classroom seating is unacceptable. The survey also indicates that respondents feel there is a lack of adequate teaching lab, studio, and classroom choices for varied teaching styles—30% regarding labs/studios and 53% regarding classrooms.

8.A.3 The institution's facilities are furnished adequately for work, study, and research by students, faculty, and staff.

The adequacy of furnishings at MSU was determined through analysis of the amount of space which is dedicated to certain functions. With an enrollment of 12,170 students and 312,152 net square feet (nsf) of classroom, class lab, and open lab space and their associated service spaces, there is an average of 25.65 nsf per student. In addition, there is 239,069 nsf of research lab space. Currently, 40 out of 87 (46%) of the Registrar-controlled classrooms are equipped with smart carts that feature a dedicated PC connected to the campus network, connection for a laptop computer, VCR/DVD player, speakers, remote mouse, and a ceiling-mounted projector. An additional 15 out of 87 (17%) of the Registrar-controlled classrooms are equipped with laptop only connection and a ceiling-mounted projector. A total of 128 classrooms, labs, and conference spaces on campus have wall- or ceiling-mounted projectors with varying levels of audiovisual equipment. In addition to classrooms, students have access to 107,567 nsf of dedicated study facilities throughout campus. Most of this space is located within the Renne Library, but study facilities are also located in 16 academic buildings throughout campus as well as in six residence hall facilities.

Results from the 2008 faculty survey indicate 49.3% (representing 157 respondents of the sample) agreed that the classroom furnishings/equipment are adequate, and 51.4% (164 respondents of the sample) agreed that office furnishings/equipment are adequate, while the majority of responses were “neutral” regarding the adequacy of furnishings and equipment for both research and teaching studios/lab spaces.

MSU employs 3,504 faculty, staff, and graduate teaching assistants. With a total of 389,597 nsf of space and associated service space, each employee has an average of 111.19 nsf in which to accomplish his/her work. There is an additional 29,570 nsf of conference/meeting space around campus with varying capacities and functionalities.

8.A.4 The management, maintenance, and operations of instructional facilities are adequate to ensure their continuing quality and safety necessary to support the educational programs and support services of the institution.

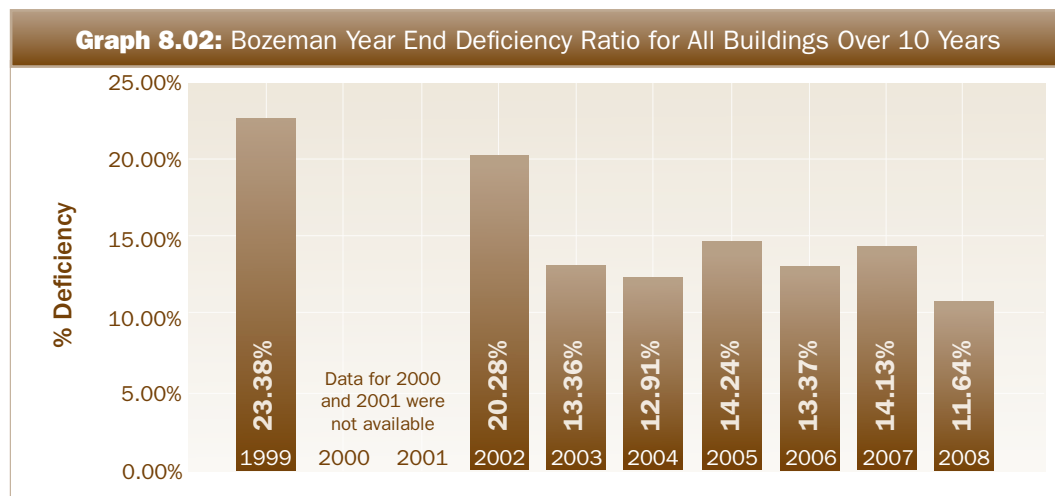
Facilities Condition Inventory Program: Efficient and cost-effective maintenance of buildings requires maintenance audit methods to manage facilities operations, maintenance, and expansion. In 1992, MSU created a desktop database program, Facilities Condition Inventory (FCI), to track the variable condition of campus buildings. MSU's FCI program provides an objective, consistent, and systematic evaluation of the general condition and deferred-maintenance profile of buildings and is a useful method to determine comparable condition assessments within a geographical area.

The recurring FCI assessments are conducted by a team, including an engineer, architect, planner, licensed journeyman, maintenance technician, and telecommunications specialist. Monthly assessments translate into a comprehensive assessment of all buildings on a three-year cycle. FCI-collected data provide deficiency data useful to governing bodies, administrators, and maintenance

personnel. The FCI process evaluates the condition of 11 separate building systems with multiple building components per system and categorizes deficiencies relative to the following categories:

1. Safety
2. Damage/Wear out
3. Codes/Standards
4. Environmental Improvements
5. Energy Conservation
6. Aesthetics
7. Other – non-deferred.

The following bar-graph demonstrates that while buildings and systems continue to age and accumulate deferred maintenance, some deficiencies are ameliorated over time improving the deferred maintenance profile. The profile is represented as a ratio that is a calculation of the deferred maintenance liability divided by the current replacement value. According to industry standards, a target ratio is approximately 10%.



Over the years, MSU has shared the FCI program and trained other university units and state agencies. With its increased use and recognition, Montana governing bodies began to rely on FCI reports when considering budget or resource allocations. In 2007, the value of the FCI program was further recognized and used as the fundamental methodology in response to a lawsuit claiming the state’s public education (K-12) is inequitable, due in part to the widely varying condition of school facilities. MSU’s dedication to refining and sharing the FCI program and its agency and legislative acceptance has enabled MSU to improve its public service to Montanans by its role in assessing the condition of state facilities from K-12 schools to institutions of higher education.

As further evidence of the value of the MSU FCI program, it received the 2008 Effective and Innovative Practices Award for “creativity and practicality” given by the national APPA/Association of Higher Education Facilities Officers.¹

The Long Range Building Program

(LRBP) is a cyclical process that includes two years of preparation leading to the legislative session. The new cycle of data collection begins immediately after the conclusion of the legislative session, and an initial preliminary list of potential projects is generated and maintained by each affiliate.

The LRBP was first instituted in 1997 when MSU developed a methodology for tracking and prioritizing long-range building

projects that includes deferred maintenance and new buildings. The process is guided by a set of principles to effectively and consistently evaluate the building program as a campus and a collection of affiliated campuses submitted to the Office of the Commissioner of Higher Education (OCHE) and the Montana University System Board of Regents (BOR) for approval and the State Legislature for authority and/or funding.

The LRBP organizes the data using a general hierarchy of priority ranking rationale. The categories are similar to those used in the FCI so there is consistency in data representations. The priority of projects included on the LRBP list is justified using the guiding principles and hierarchy. Consideration is also given for projects that address elements from several of the categories as well as projects that continue or complete phased work that has been previously authorized or funded. The priority categories are as follows:

1. Health and Life/Safety
2. Major Maintenance of Building/Utility Systems
3. Code Compliance
4. Operational Efficiency/Savings
5. Adaptive Renovation
6. New Construction.

As state-owned real property, university land is designated as a Public Lands and Institution (PLI). By statute, PLI land is exempt from local zoning regulations; however, MSU is within the City of Bozeman and therefore complies with the local Authorities Having Jurisdiction code requirements, including the International Building Code. Furthermore, MSU complies with all local, state, and federal permitting required for building construction and site restoration.

To achieve quality control, regulatory compliance, and consistent applications in practice, MSU developed Campus Design Guidelines in 1992. Over time, the guidelines have been modified and updated. FPDC is in the process of drafting a new, more comprehensive Design Guideline that incorporates construction standards. The construction

standards include specific architectural and engineering requirements for all campus facilities, and they guide design and construction efforts to ensure utmost quality, compliance, and value.

In addition, MSU implements various internal programs to ensure compliance with federal, state, local, and campus regulations. Programs include but are not limited to the following:

1. **MSU Property Loss Prevention Program** consists of a number of elements that are designed to reduce the risk of losses due to fire, explosion, water intrusion, water leaks, and other causes of property loss. The state-approved property loss prevention program includes such elements as regularly scheduled fire inspections, hot works permit program, cold weather inspection loss prevention program, major maintenance and facilities condition inventory programs, fire alarm testing and maintenance program, fire suppression equipment testing and maintenance program, water/mold remediation program, and construction plan reviews.
2. **Fire Safety Programs** consist of incipient stage fire extinguisher training, fire safety training, evacuation drills, fire safety inspections, code enforcement inspections, and water system/hydrant flow testing.
3. **MSU Safety Programs** cover most elements found collectively in occupational health and safety, fire/life safety, and hazardous materials codes and regulations. Specific training programs made available to MSU personnel include such programs as hazard communication, chemical hygiene, lab safety, chemical spill kit/cleanup safety, respiratory protection/fit testing, ladder safety, confined space entry, fall protection/elevated work platform, asbestos awareness, asbestos operations and maintenance, blood-borne pathogens, compressed gas cylinders, personal protective equipment, lockout/tag out, heat/cold stress management, back/lifting safety, household chemical safety,

- defensive driving, van driver safety, first-aid/cpr/AED training, office ergonomics, manual materials handling safety, and fire safety and fire extinguisher safety training.
4. **MSU Asbestos Survey Program** provides asbestos awareness training to applicable employees and asbestos operations and maintenance training to selected OFS employees. In addition, MSU has committed to re-inspect a number of buildings each year in order to update records of asbestos containing materials and their types and location in campus buildings. MSU provides “manage in place” management activities for asbestos containing materials on campus, as well as abatement of asbestos containing material when construction or maintenance activities are conducted. Building records include the location of suspected asbestos containing material and all follow-up abatement information.
 5. **MSU Sprinkler System Program** consists of inspection, testing, and maintenance in compliance with National Fire Protective Association codes and guidelines. Inspection and testing activities are conducted at the required intervals and these records are maintained by MSU.

8.A.5 Facilities are constructed and maintained with due regard for health and safety and for access by the physically disabled.

The MSU FCI program is a fundamental tool utilized by MSU facilities operations to evaluate and prioritize health, safety, and Americans with Disabilities Act (ADA) issues within existing campus facilities. Evaluations occur monthly for both Academic and Auxiliary Services facilities, and the typical inspection cycle is completed every three years. Evaluations are performed by a team of facilities, design, and maintenance personnel; campus safety officials; and building representatives (typically building occupants appointed to represent a building). Issues are identified, categorized, and prioritized based

on specific criteria and funding is sought to maintain and/or remedy areas of concern.

In addition to the FCI, MSU has embarked on specific programs to address ADA issues within the campus. The newly formed Facilities ADA Task Force consists of representatives from FPDC, Facilities Operations and Maintenance, Auxiliary Services, Parking Services, and Affirmative Action to identify, coordinate, and prioritize campus ADA issues.

As part of this program, FPDC along with Auxiliary Services/Residence Life and the ADA coordinator jointly completed a preliminary assessment of the campus for accessibility by people of all abilities. The assessment focuses on accessibility of buildings, but also includes a general overview of spaces identified as ADA-compliant in MSU literature.

The preliminary assessment was compiled as a list of improvements needed to meet the current code. An architectural report was authorized to enable project priority and scope and to determine a program to phase in improvements that in some instances exceed the minimum requirement of the ADA. Proactively upgrading for ADA compliance is a change from former practices that tended to address building accessibility upgrades on an as-needed basis.

As part of the assessment, an interactive map of the campus was created. It is noted and accessible from MSU’s webpage. Clicking on to the international symbol or the word “accessibility” will transport the viewer to an inclusive campus map. Clicking on a building will advance the screen to a series of floor plans (beginning with the first floor), which include symbols that denote accessibility and other ADA amenities. The campus map uses color to identify the few pedestrian pathways that are not accessible, primarily due to gradient of surrounding terrain. The map can be found [online](#).²

Safety and Risk Management operations have refined campus safety programs in areas that include the following:

1. **Asbestos Program:** As noted in **Standard 8.A.4.**

2. **Lead Paint Program:** MSU tests for the presence of lead-based paint when deteriorated surfaces are noted or construction activities require the disturbance of painted surfaces. Records of locations and materials are maintained by Safety and Risk Management as lead-based paint is identified.
3. **Sprinkler System Program:** As noted in **Standard 8.A.4.**
4. **Fire Alarm Upgrade Program:** Fire Safety Programs consist of incipient-stage fire extinguisher training, fire-safety training, evacuation drills, fire-safety inspections, code enforcement inspections, and water system/hydrant flow testing.
5. **Automated External Defibrillator Program:** Automated External Defibrillators (AED) are centrally-funded emergency building equipment. Like fire extinguishers, AEDs are mounted to the building in central locations. Periodic battery maintenance, replacement, and equipment testing and training are done centrally and categorized as part of building-related, building-mounted emergency equipment. MSU construction guidelines require AEDs be included as part of all new construction projects and major renovations.
6. **ADA-accessible Mass Transit:** Streamline Bus offers fare-free service and their buses serve designated stops within the campus. Additionally, a major transfer point is located at the SUB, off Grant Avenue. As a hub for bus route transfers, an accessible sheltered waiting area is provided inside the SUB as well as sufficient outdoor seating. All five bus routes have stops on campus that connect MSU with the City of Bozeman and several areas within Gallatin County, as well as Livingston in neighboring Park County. All buses are wheelchair accessible. Special transportation is available for persons with disabilities who are unable to use the fixed route bus system. The management

organization Galavan is available for additional information at (406) 587-2434.

7. **ADA Parking Access:** MSU currently has 127 ADA parking spaces for approximately 5,400 total parking spaces. Under current (2008) guidelines, MSU is required to have 64 ADA parking spaces, thus the number of accessible spaces available is nearly double the required number of ADA parking spaces. While many ADA parking spaces can accommodate a van, a total of three ADA parking spaces are designated 'Van Accessible' with appropriate signage. MSU has concentrated ADA parking spaces in lots nearest academic buildings and staff facilities and has also dedicated spaces in the heart of campus where there is very limited or no general public parking available. Parking lots are constructed with easy access to campus walkways and in many cases marked with crosswalks directly from the lots across streets to ensure safe passage for pedestrians. Parking lots with ADA parking spaces have the appropriate curb cuts and/or ramps to ensure wheelchair accessible access to campus sidewalks. Additionally, MSU creates temporary ADA parking spaces for athletic and special events that occur on the MSU campus. MSU Parking Services works closely with Disability, Re-entry and Veterans Services to ensure adequate ADA parking is provided that meets all legal [requirements](#).³

8.A.6 When programs are offered off the primary campus, the physical facilities at these sites are appropriate to the programs offered.

A site-assessment team visits university leased locations to assure that access, connectivity and environmental conditions are appropriate. Upon request, OFS and/or FPDC can assist MSU departments with off-site facilities to identify specific accommodations that can be negotiated with the lease.

8.A.7 When facilities owned and operated by other organizations or individuals are used by the institution for educational purposes, the facilities meet this standard.

MSU offers diverse programs throughout the state of Montana and thus utilizes sites owned and operated by other organizations. The facilities house both teaching and research operations with the majority being predominantly research based. With respect to these off-campus facilities, individual MSU departments are charged with overseeing, evaluating, and assessing their respective leased facilities. FPDC and Facilities Operations and Maintenance are available to assist and consult with the respective departments on a request basis. These facilities include the following:

- Western Transportation Institute research facilities (TRANSCEND) at the Lewistown airport
- Four privately owned buildings in Bozeman
- Big Sky Institute space in Big Sky
- MSU Extension Offices with locations in 54 of the 56 Montana counties and five of the seven Indian reservations
- Museum of the Rockies (MOR) research/dig sites
- College of Nursing facilities.

Here is a detailed summary of the spaces mentioned above:

1. Four privately owned buildings in Bozeman
 - a. Molecular BioSciences Building (LE 5): 38,000 square feet is leased to the Veterinary Molecular Biology Department (VMB), representing the entire two-story building located in the Advanced Technology Park at 960 Technology Boulevard. The building houses a total of 14 research labs and 14 offices, a seminar room, and a conference room. Each lab also has a tissue culture room. Two flex labs and a teaching lab are available on the second floor and may be used by any of the VMB faculty. The labs and offices are utilized by the fac-

ulty and staff of the VMB Department for research, teaching and departmental activities. Students work in the labs with the faculty. The seminar room is used for small seminar classes and for seminars presented by guest speakers from outside MSU. The building provides common entrances, lobbies, restrooms, elevators, storage rooms, stairways and access ways, loading docks, ramps, drives, and platforms.

- b. South Campus (CFT2): 20,000 square feet of space is leased to several MSU entities in this single story building located at 2310 University Way adjacent to the campus. The entities are as follows: Tech Link, Montana Manufacturing Extension Center, Western Transportation Institute, and the Montana Department of Transportation Design Team. This leased square footage is 25% of the entire complex and has offices, research labs, two small meeting rooms, and a shared conference room. This space is utilized primarily by research staff and students. The building has common entrances, lobby, restrooms and parking.
- c. CFT Building 4: 4700 square feet of space is leased to the Spectrum Lab in this two story building located at 2310 University Way adjacent to the campus. This leased square footage is 23% of the entire complex and has offices, research labs, and meeting space. This space is utilized primarily by research staff and students. The building has common entrances, lobby, restrooms and parking.
- d. University Way (CFT5): 28,000 square feet of space is leased to the Western Transportation Institute on the second and third floors of this three story building located at 2327 University Way adjacent to campus. This leased square footage is 66% of the entire complex and has offices, research labs and meeting space. The space is primarily used

- by research staff and students with some faculty having secondary offices located in this building in addition to their campus office. The building has common entrances, lobby, restrooms, elevator, stairs and parking.
2. TRANSCEND is a rural transportation research facility located in Lewistown, Montana where researchers study multi-disciplinary transportation challenges in a full-scale environment without interfering with or affecting the traveling public. TRANSCEND has a state-of-the-art snowmaking system to simulate winter conditions. Located on 230 acres at the Lewistown Municipal Airport, including four miles of paved test track, its many other features include: data acquisition and communication infrastructure, heated garage space and a place to handle study participants for human factors research. In essence, TRANSCEND provides an open road to discover innovative solutions to the nation's many rural transportation challenges through advanced research, development and testing.
 3. Big Sky Institute (BSI) located in Big Sky, Montana approximately 45 miles south of MSU's campus in Bozeman is an interdisciplinary program to develop and communicate a scientific understating of the Greater Yellowstone Ecosystem. The Big Sky leased facility consists of approximately 1,143sf of offices and meeting rooms, which augments the BSI operation (~1,425sf office and laboratory space) at MSU. BSI in Big Sky focuses on connecting the community in and near Yellowstone National Park in research and education that involves the National Park Service and USGS.
 4. Extension has office locations in 54 of the 56 Montana counties and five of the seven Reservations. Each location is maintained by the county and is part of an annual MOU between the county and MSU that provides for an appropriate location for Extension agents as part of the cooperative nature of Extension. Most local offices also have access to county meeting facilities for educational and outreach programs conducted by Extension.
 5. Museum of the Rockies (MOR) Research/Dig sites. The Museum operates a number of paleontology research sites during summer months, none of which are open to the public. The majority of these are in remote locations on federal or state lands, although occasionally crews work on private land. The crews consist primarily of museum staff, MSU graduate students, and graduate students of the MOR's research associates who teach at universities throughout the country. Field camps are usually primitive with personnel living in trailers, campers, or tents. Field kitchens are based in trailers or tents; portable toilets are provided whenever possible. Great care is taken to ensure that field crews have adequate amounts of fresh water, ice, and shade, and vehicles provide safety during thunderstorms.
 6. MSU College of Nursing offers the only state-supported basic baccalaureate nursing program and the only graduate nursing program in Montana. The MSU on-site faculty provides education and clinical supervision of students in approximately 150 health care agencies throughout the state. Clinical training is an essential component of the degree and since no individual community in Montana has sufficient health care operations to provide these opportunities for the approximate 827 enrolled students (773 undergraduate and 54 graduate students - fall 2008), MSU leases facilities in four communities. The leased facilities make possible clinical training in Billings, Great Falls, Missoula, and Kalispell and extend the program's accessibility throughout Montana. Leased facilities consist of:
 - ~6,88sf office and classroom space in Apsaruke Hall, MSU-Billings;

- ~7,578sf of office and classroom space in Corbin/North Corbin Halls, University of Montana, Missoula;
- ~7,203sf of office and classroom space, ~3,780sf Simulation Lab in the North Central Montana Professional Office Building, Benefis Health Care, and ~10,985sf for housekeeping, MSU-COT, Great Falls;
- ~1,900sf of office and classroom space associated with Kalispell Regional Medical center.

Standard 8.B – Equipment and Materials

8.B.1 Suitable equipment (including computing and laboratory equipment) is provided and is readily accessible at on- and off-campus sites to meet educational and administrative requirements.

MSU's ITC provides administrative oversight, management, purchasing, support, and services related to campus computer and audio-video technology related to the institutional mission. The ITC and MSU's administration developed a lifecycle capital replacement and enhancement plan in 2003 that provides ongoing funding for sched-

uled replacement of central servers, storage devices, and networking equipment. MSU central servers and storage area networks are replaced every four years under this plan, and network switches and routers are on a seven-year replacement cycle. Four-year warranties and on-site maintenance contracts are also included and funded with all new server and storage purchases. The recent conversion and upgrade of the Banner central administrative system from an Alpha chip Tru-64 Unix platform to an open Linux platform running on Itanium chips was made possible by this plan.

A comprehensive ITC customer satisfaction survey completed in 2005 during the Edutech review process showed a high level of user satisfaction with the services provided. Results from 624 respondents showed that over 76% of those who had an opinion were either satisfied or very satisfied with the computing environment at MSU, including student computing labs, electronic e-mail, the campus network, telephone services, Help Desk consulting, the MSU website, and the Banner administrative information systems. The full survey results can be found in **Appendix 8.4**.

In most cases, specialty or functionally specific equipment such as laboratory equipment is supplied and maintained by the department assigned to the facilities. However, facilities operations such as FPDC,



PHOTO BY KELLY GORHAM

Operations and Maintenance, and Safety and Risk Management do provide equipment necessary to meet the educational and administrative requirements of MSU. In general, the equipment provided by facilities operations is geared towards building operational systems such as fume hoods in research and teaching laboratories, classroom fixtures, fire and life safety equipment, and energy management control systems. Over the last decade, the facilities operations have invested in building renovation and/or new construction that have focused on improving equipment and energy management operation in laboratories, classroom, and administrative facilities. Examples of renovations and upgrades include fume-hood installations or upgrades in Gaines Hall, Chemistry Biochemistry Building, and Leon Johnson Hall and energy management systems updates.

In addition to investing in building operation equipment, in 2006 MSU implemented a program to outfit facilities with an AED when they are being constructed or undergoing a substantial renovation. MSU has distributed approximately 20 AEDs throughout 14 buildings on campus and one AED is kept in each police vehicle.

Safety and Risk Management programs directly support MSU's instructional and research programs by providing equipment and services to facilitate hazardous materials management, bio-waste disposal, medical surveillance, occupational risk assessment, personal protective equipment, occupational health and safety, and chemical hygiene and laboratory safety training programs.

8.B.2 Equipment is maintained in proper operating condition, is inventoried and controlled, and replaced or upgraded as needed.

ITC manages equipment updates within all the central computing labs on a four-year replacement cycle. Funding for the replacement of four-year-old machines is provided each year by the Computer Fee Allocation Committee (CFAC). This committee is

composed of two faculty members and two students and has consistently allocated enough money to purchase new machines each year to maintain the four-year cycle.

The various department heads are vested with the responsibility for all inventories within their departments. Property Management provides support service to the department to ensure that accurate records and proper control of property are maintained. Title and ownership of all MSU property are with the MUS. Possession, use, and accountability are generally maintained on the department level.

MSU Property Management and the Internal Auditor's Office occasionally perform unscheduled audits; complete audits of departmental property may be performed as administrative vacancies occur. Department heads or deans may also request audits of property within their jurisdiction.

Property inventory is classed as either periodic or perpetual. The perpetual fixed assets inventory is taken on a departmental level, as requested, or during every other fiscal year as set forth on the control schedule. The perpetual inventory is updated by Property Management as acquisitions occur, and is designed to record ownership and location of capital property.

A periodic inventory is taken on a departmental level for those departments having stores and supplies or livestock. A physical inventory is performed near the conclusion of the fiscal year following procedures outlined in the 1984 annual inventory policy. Inventory procedures are available [online](#).⁴

Building equipment and life-safety systems within buildings are generally maintained by OFS. Building equipment serving instructional or research facilities is maintained on a preventive maintenance schedule as required by the equipment and is annually inspected as part of the FCI building maintenance program. Life-safety equipment is also tested on a cyclical basis, generally annually, as necessary, or as recommended or required by the system manufacturer, supplier, or, in some cases, the authority having jurisdiction.

8.B.3 Use, storage, and disposal of hazardous materials are in accordance with the institution's prescribed procedures.

Hazardous materials storage, use, and disposal are governed by National Fire Protection Agency (NFPA) and Resource Conservation and Recovery Act regulations. MSU provides a comprehensive program to collect, package, and ship via a licensed hazardous waste disposal contractor all regulated and non-regulated hazardous materials in full compliance with all governing rules and regulations.

Hazardous waste containers are provided to chemical waste generators across campus, picked up on a weekly basis, and transported to the hazardous waste laboratory at 1160 Research Drive on the MSU campus. At that location the chemicals are either lab-packed in appropriate, compliant containers or bulk-drummed according to registered hazardous waste profiles. Waste is shipped approximately every 90 days and disposed of by a hazardous waste contractor. The current contractor is Veolia Environmental Services.

Standard 8.C – Physical Resources Planning

8.C.1 The master plan for campus physical development is consistent with the mission and the long-range educational plan of the institution, and the master plan is updated periodically.

The Long Range Campus Development Plan (LRCDP) was endorsed by the university in summer 2008. The plan is a shared vision for the physical development of the campus environment that is comprehensive, creative, useful, and inspiring. The LRCDP was developed through an inclusive and collaborative process of meetings, community and university workshops, and multiple intensive review processes over a three-year period.

The objective of the planning process was to maintain an open process, to encourage an exchange of ideas, and to synthesize constituents' concerns into a collective vision. Originally, the task was to produce a 20-year

build-out plan of campus, but early in the process it evolved as a more inclusive plan of the entire 950 acres and its development for the next 75 years. The eventual long-term build-out will depend on the goals achieved in the 10- and 25-year [profiles](#).²

A broad cross section of local and campus communities, including participants from City of Bozeman and Gallatin County Planning departments, the College of Agriculture, MAES, Auxiliary Services, Associated Students of Montana State University (ASMSU), and State Architecture and Engineering (State A&E), shared ideas in a series of public forums and internal discussions. The process was a coordinated team approach with executive oversight, meeting regularly, both formally and informally, and guided by a planning team made up of FPDC, the School of Architecture, the Executive Oversight Committee (EOC), and consultant Ayers Saint Gross. Together these stakeholders assessed the campus's historical context, inventoried existing conditions, established planning principles and over-arching development strategies, evaluated design options, and refined proposed solutions. The process built a strong and inclusive long-range development plan.

Early in the planning process, eight planning principles were established. These principles represent MSU's ideals and commitment to excellence in teaching, research, and outreach. The principles demonstrate the administration's formal commitment to creating a culture of planning the future development of the campus with vision, rather than just addressing immediate needs.

In projecting future building sites, campus stakeholders were surveyed for their anticipated square footage needs into the future in order to meet anticipated department, program, and expansion needs. Results of the survey were used to identify probable building sites in the 10-year, 25-year, and long-term projected build-out profiles. Appropriate building sites were selected by matching square footage needs in appropriate neighborhood locations and also preserving critical open spaces, creating green corridors,

defining borders and entries, and addressing connectivity throughout the overall campus. The following diagram shows the LRCDP and clearly indicates that the planning culture will guide a growth pattern that will continue to enhance the historical cluster development that celebrates the diversity of the campus environments within the university.

The LRCDP is a dynamic document that began with an inventory of existing conditions and applied a framework of anticipated development that is flexible in accommodat-

ing appropriate future growth. The intent is to systematically gather data and refine the LRCDP to guide the evolution of the campus. Successful implementation of the plan will be led by the University Facilities Planning Board. The plan is routinely updated every five years to ensure it remains relevant to MSU's vision and long-range goals.

A complete chronology of the process and the final LRCDP document is available [online](#).⁶

Long Range Campus Development Plan Diagram



8.C.2 Physical facilities development and major renovation planning include plans for the acquisition of the required capital and operating funds.

Major renovation and construction planning as well as operating funds within MSU are planned and acquired via several processes. The primary mechanism for acquiring resources for new construction, renovation, and maintenance of state-funded facilities is through the LRBP process described in **Standard 8.A.4**. Additional funds may be secured through targeted building fees, auxiliary revenues, departmental funds, external fundraising, and grants. These additional funds

are distributed as assigned on a designated basis. For example, the Chemistry Biochemistry Building is a non-state funded facility; its operation and maintenance funds are currently provided by Facilities and Administration funds from grants and contracts. Auxiliary designated revenue and/or student fees fund new construction, renovation, and operation and maintenance funds for auxiliary facilities such as the SUB, Marga Hosaeus Fitness Center, parking lots, and residence hall facilities.

In addition to the LRBP process noted above, renovation and occasionally new construction projects may be initiated on a departmental basis. OFS and FPDC depart-

This is a rendering of a future development perspective included in the LRCDP-See Appendix 8.2



ments regularly receive inquiries regarding renovation and restoration of facilities as well as new facilities and space needs. All inquiries are initially tracked and processed as a “Log Request,” indicating that an inquiry has been made and given a discrete number based on the month and year. The data are organized in a database to facilitate reporting that includes projects per department, building, type of project, and estimated cost of project. Log Requests identify whether a project affects the campus as a whole or a specific building, and provides a descriptive action, requestor’s name, responsible department, and contact person.

The contact person, or project manager, meets with the client to determine the scope of the project and provides a general estimate and schedule. This preliminary assessment or “request study” enables the requesting party to make an informed decision as to the feasibility of a project and to demonstrate sufficient funds to cover the project’s scope. Request studies lead to a formal project funded by the department or other appropriate funding source; become a future maintenance or

capital improvement project addressed either through the LRBP process or general maintenance funds; or are electively terminated and archived as “no further action required.” While all inquiries are Log Requests, not all Log Requests result in funded projects.

8.C.3 Physical resource planning addresses access to institutional facilities for special constituencies including the physically impaired and provides for appropriate security arrangements.

Physical resource planning addresses program and building access as set forth in policies, programs, and standards. FPDC is revising the current Design Guidelines and Construction Standards, which will formalize these efforts. Updated guidelines and standards will include specification that new building construction of large assembly rooms (amphitheaters, classrooms, and auditoriums) with a capacity of 60 or greater will include more than the minimum wheelchair seat accommodations and induction-loop-

assistance listening technology that enhances the range for the hearing impaired without requiring an individual device.

MSU Policies and Programs focused on property security and an individual's safety while on campus include the following:

A. **ADA Program:** The office of Disability, Re-Entry, and Veteran Services is the key contact for information regarding ADA and ADA Accessibility Guidelines (ADAAG) and how these relate to the MSU campus. A full FTE is dedicated to the coordination of efforts to provide equal opportunities for all students, faculty, and staff on campus. MSU is dedicated to making programs accessible.

B. **Key Policy:** Security of all facilities at MSU is important. Keys are issued only through the Work Control Center or University Police and are monitored daily. Temporary signed-out keys must be returned by 5pm daily. Violations of the key policy result in appropriate disciplinary action, up to and including termination.

C. **CatCard (formerly known as the One Card) Access Policy:** In order for students to gain access to their residence halls they must provide their CatCard between the hours of 10pm and 7am. The one exception to this rule is The North Hedges Suites, where access requires a CatCard 24 hours a day.

D. **Police Reports, Surveys, and Programs:** The MSU Police Department is a full-service law enforcement agency with sworn officers, arrest powers, and its own primary jurisdictional area. The MSU Police Department places a strong emphasis on community policing and partnerships with the university community.

i. **Published Statistics.** Under the Clery Act, MSU is required to report annual crime statistics showing reported occurrences of specific types of crime for the benefit of current and prospective students and employees. These include the following:

a. **Crime Statistics:** MSU Police report annually the crime statistics to the Montana Board of Crime Control and the U.S. Board of Education. In addition MSU publishes the past three year crime statistics for the following offenses: murder, manslaughter, aggravated assault, arson, burglary, forcible sex offenses, non-forcible sex offenses, vehicle theft, robbery, and hate crimes. In addition, MSU collects and publishes in the Safety Handbook statistics for liquor law violations, drug law violations, and weapons law violations. Amendments to the Campus Security Policy and Campus Crime Statistics Act, effective October 1, 1998, require additional reporting requirements. Crime statistics are now also reported by location. Statistics are also expanded to include crimes that occurred in buildings, on property owned or controlled by the university or university-recognized student organizations, or in public areas adjacent to the campus, such as sidewalks, streets, and parking areas.

b. **Incident Reports:** All incident reports on MSU are processed and stored in a computerized record management system, Swift Justice. Reportable incidents are assigned a case number and described in detail and registered in the records database for future reference. Records are maintained indefinitely on a separate, dedicated server maintained by MSU's ITC, and are backed up daily.

ii. **Escort Policy:** MSU's Safety Escort program is available 24 hours a day to anyone on campus. The University Police routinely provide escorts to persons who request such assistance between locations on campus and those

areas contiguous to MSU. In addition, Community Service Officers make their escort services available during fall and spring semesters by stationing themselves at the Renne Library when the facility closes in the evening. Community Services Officers also make their presence known, whenever the Procrastinator Theatre is operating, for the purpose of providing escorts available at the conclusion of the event.

- iii. **Bike Policy:** Students, faculty, and staff are required to register their bicycles with University Police as a deterrence to theft and to assist police in the recovery and return of lost and stolen property. Bicycle owners receive a numbered sticker that licenses the bike for parking and use on campus. In addition to the registration decals, bike owners receive a copy of the current MSU regulations regarding parking and riding bikes on campus. Bicycles may be registered at the MSU Police customer service counter in the Huffman building 24 hours a day.
- iv. **Emergency Response Program:** The telephone is the primary means of emergency notification at MSU. This system is intended for immediate transmission of specific information regarding an emergency to all affected areas of campus. The MSU Emergency Notification System (ENS) relies primarily upon the University Telephone System to contact all Emergency Response Team and support staff personnel. In the event the University Telephone System is out of service due to the emergency or disaster, the cellular phone, radio and/or messenger system of notification may be utilized by the Operation Director as a means of activating the Emergency Response Team [personnel](#).²
- v. **MSU Alert:** MSU Alert is a notification system to deliver critical information to MSU students, faculty, and staff in the event of an emergency. The system delivers emergency information through text messaging to cellular phones and e-mail addresses. Enrollment into the MSU Alert text-messaging service is free and all MSU faculty, staff, and students are automatically enrolled. MSU Alert is powered through MIR3, a worldwide provider of emergency notification systems. The contact information provided is not shared for any commercial purposes. MSU Alert is used for emergency notifications, testing (once per semester), and maintenance. As the contact with MSU Alert is expanding, MSU is in the process of looking for a new vendor, but the university remains committed to using an emergency alert system to notify students and employees.
- vi. **Blue Light Emergency System:** A system of nine photovoltaic- and battery-charged emergency phone stations are installed on the main MSU campus, and are expected to be operational by fall 2009.
- vii. **Housing Weapons Policy:** Explosives are not permitted in the residence halls. This includes firecrackers, paintballs, fireworks, gunpowder, and ammunition. Possession within a residence hall of the items described by the policy to be prohibited results in immediate confiscation and disciplinary action that could result in suspension from MSU.
 - Knives that are intended for legitimate hunting purposes and simple pocketknives are allowed in the residence halls. Severe disciplinary action is taken against students displaying knives in a threatening or challenging manner. Other sharp, pointed objects are not allowed including decorative knives or swords.
 - Airsoft Guns, handguns, pellet/B.B. guns, paint ball guns, wrist rockets, sling shots, blow guns, Tazers, and other self-propelling apparatus are not allowed in the residence halls. Rifles, shotguns, crossbows, compound bows, and long bows with field or broad-head

points are permitted in residence halls; however, they must be stored in the hall's firearms storage facilities. Possession of any other weapon or apparatus (Ninja throwing stars, etc.) that is considered lethal is prohibited.

- Residents who wish to keep legitimate hunting weapons in the residence halls must check them into the storage units located at the main desks of Langford, Roskie, Johnstone Center, and North and South Hedges. Those students living in Hannon and Hapner may check their weapons at any other hall, as facilities for storing weapons are not available in these two buildings. Only Resident Directors (RD), Resident Advisors (RA), and Program Assistants may check weapons in or out. Firearms must be unloaded and have their actions open whenever checking them in or out. All weapons that are checked into gun storage will be documented using a Residence Hall Weapons Control Form, available at hall desks. When checking a weapon in or out, the owner must present some form of identification which displays his/her photograph. The owner of the weapon is the only person permitted to check out that firearm.
- A specific area for cleaning guns is designated in each of the residence halls that have gun storage. Neither possession of guns nor their cleaning is permitted in living areas. If this rule is violated, the residence contract is immediately terminated and disciplinary action may be incurred that could result in suspension from MSU. Discharging a weapon in a residence hall

will be cause for immediate eviction and recommendation for suspension from school as well as a referral to law enforcement officials.

E. ADA Parking Access: MSU currently has approximately 5,400 parking spaces. Under current guidelines MSU is required to have 64 accessible (ADA) spaces, but provides 127 ADA parking spaces, nearly double the required for compliance. While many ADA parking spaces can accommodate a van, a total of three ADA spaces are designated 'Van Accessible' with appropriate signage. MSU has concentrated ADA parking spaces in parking lots nearest academic buildings and staff facilities, and have included dedicated spaces within the core of campus where there is very limited or no general public parking available. Additionally, MSU creates temporary ADA parking spaces for athletic and special events that occur on the MSU campus. MSU Parking Services works closely with Disability, Re-entry and Veterans Services to ensure adequate ADA parking is provided that meets all legal requirements.

F. Transit Program: MSU is not large enough to support its own dedicated transit system. However, there is a local bus service that runs in the city of Bozeman with stops at the main campus. Currently, the Streamline System bus service (includes Streamline and Skyline buses) is partially supported by the university through discretionary funding from the Associated Students of MSU (ASMSU) and MSU's administration. In addition to regular routes throughout the city of Bozeman, the system also provides service to Belgrade, Livingston, and Big Sky. Designated stops on campus include MSU's Strand Union Building, the Hedges



Housing complex, Family Housing, and locations on the north and east sides of campus. Many MSU employees and students use the bus system as their preferred means of commuting. Geared specifically for university residents as an alternative for college students to drink and drive, ASMSU funds a late night service Thursday through Saturday between downtown Bozeman and the main campus. No fare is charged to ride a Streamline or Skyline bus.

G. Housing CTV program: In 2006, University Police and Auxiliary Services/Residence Life partnered to select and financially secure a nationally renowned security consultant to conduct an independent audit of residence hall security policies and protocol. The final report was submitted to MSU in January, 2007. The audit prompted a commitment to ongoing evaluation and continuous progress of safety and security efforts. One outcome of the audit was the purchase and installation of a closed circuit surveillance system in residence halls. Phase 1 was implemented in August, 2008 and Phase 2 is projected for completion by August, 2009.

H. Film Policy: The Facilities Use Manual includes a policy (1500.00 Videotape, Movie, and TV Filming on Campus) and a request form (the Campus Filming Request Form) that governs requests for commercial filming on MSU property. The request form is processed by University Conference Services for coordination of events and activities to ensure that the appropriate authorities are notified, for oversight and protection of assets, and for ensuring that learning environments are not disrupted.

The policy is currently under review by FPDC and may be modified to resemble the policy and procedures adopted by other universities that address current liability of using campus facilities for filmmaking and greater understanding of advancing filmmaking technologies.

8.C.4 Governing board members and affected constituent groups are involved, as appropriate, in planning physical facilities.

MSU is committed to a culture of shared governance through stakeholder—campus as well as community—participation. Decisions regarding physical resources are made through the cooperative efforts of the various OFS staff members as well as other MSU departments and organizations involved in planning and funding physical facilities. The administration, managerial and classified staff, professionals, and licensed journeymen work together to develop goals, ideas, and visions that are incorporated into the various planning efforts such as LRBP, LRCDP, MSU's Five-year Vision Document, and capital and maintenance planning efforts.

MSU constituents are represented by formal organizations that include the following:

1. **University Facilities Planning Board (UFPB)** serves in an advisory capacity to the President and will hear, review, and make recommendations on items to maintain policies related to the development of campus facilities and grounds. All MSU sub-committees whose primary function relates to the role of this board are formed by and report to the board. The sub-committees include but are not limited to the Public Art Committee and the Parking and Transportation Advisory Committee (PTAC). Proposals generated by individuals, groups, or committees that relate to the role of the board are reviewed by the board for recommended action by the President. Membership consists of 20 students, faculty, staff, and city representatives serving three-year terms or as ex-officio [members](#).⁸
2. **Executive Oversight Committee:** The EOC served a single purpose of executive oversight of the LRCDP and completed its work in March 2009. The multi-year planning process included campus constituents, local community members, and

- state officials. During the planning and development process, the EOC provided oversight to ensure the university's vision, mission, and goals were met. Intended to serve on a temporary basis, members of the oversight committee participate in a similar function for the cyclical Five-year Vision Document review process.
3. **Space Management Committee (SMC)** develops policies and plans for allocations, conversions, and growth; members monitor, adjudicate, and report on assignments and utilization of space. The committee is guided by a set of principles that acknowledge that space issues are critical to the success of the university's mission, and that, as a limited resource, space requires active management according to programmatic priorities. The 17 members include six ex-officio senior executives, seven appointed members for staggered three-year terms, and four staff support [members](#).²
 4. **Commemorative Tributes Committee** was established in 2007 to review proposals according to the Commemorative Tributes Policy and for making recommendations to the President. Commemorative tributes include proposed naming of buildings, portions of buildings, streets, or other physical facilities or significant exterior spaces; tributes can also be any display of recognition on university property, including the erection of recognition walls or the hanging of plaques, portraits, or other memorials honoring individuals, organizations, or other entities. The committee of eight, including senior executives appointed by the President, evaluates commemorative tributes for consistency with MSU's Five-year Vision Document and facilities planning and fundraising priorities; furthermore, the committee ensures BOR and state statutes and protocols are [followed](#).¹⁰
 5. **Facilities Services Advisory Committee (FSAC)** is a 15-member committee that reviews and comments on university facilities, policies, procedures, action-plans, fees, services, budgets, long-term maintenance plans, annual maintenance plans, and LRBP project development [priorities](#).¹¹
 6. **Public Art Committee** is a committee of the UFPB. Made up of constituents of the campus and the Bozeman community at large, the committee evaluates public art proposals and related policies and provides recommendations to the UFPB. Members include faculty from the School of Art, alumni, representatives from OFS, students, and professional artists. The committee is updating its bylaws to more accurately oversee the development of public art on campus.
 7. **Parking and Transportation Advisory Committee (PTAC)** is a committee of the UFPB. Its responsibilities are divided into business advisory activities, planning design, and maintenance activities. The purpose of the committee is to ensure that parking facilities and infrastructure, the business operations, and the parking service plan responsibly meet the vehicle and alternative transportation needs of students, faculty, and [staff](#).¹²
 8. **University Planning, Budget, and Analysis Committee (UPBAC)** guides and coordinates MSU's annual planning and budgeting process, and provides the President by the end of May each year, with a balanced budget plan and related proposals and reports for the upcoming fiscal year. The 26 or so members are appointed from nominations or by virtue of their positions with the university and serve throughout the term of their [office](#).¹³
 9. **ADA Task Force:** In 2008, a task force emerged to address campus-wide accessibility issues. The membership and responsibilities of the group are evolving. The current task force consists of Facilities and Auxiliary representatives,

legal counsel, and the ADA Coordinator. The purpose of the group is to establish a committee that will be responsible for reviewing accessibility options that will comply with the ADA.

10. **Campus Sustainability Advisory Council** was organized in spring 2008 in response to the Montana Governor's 2010 plan and MSU's endorsement of the American College and University Presidents Climate Commitment. The 14 members include the ASMSU Sustainability Coordinator, the MSU Sustainability Liaison, and the City of Bozeman Sustainability Coordinator. The group is charged with providing a university framework to coordinate and advise sustainability efforts on a campus-wide basis that includes development of a comprehensive Campus Sustainability/Energy Policy that includes guidelines for energy conservation in buildings, new construction criteria, water conservation, transportation, purchasing, and recycling with the goal of minimizing the impact on the environment with measurable indicators to achieve [stewardship](#).¹⁴
11. **Classroom Committee** consists of representatives from the Registrar's Office, OFS, the Provost's Office, ITC, students, and faculty, who meet regularly to review and prioritize candidate classrooms for upgrades and renovations including technology and other amenities that will improve learning and teaching success. As a member of this committee, the Academic Advising Council chair provides significant data regarding student and department needs, including classroom and other teaching/learning facilities.
12. **Strategic Planning Committee (SPC)** is an advisory sub-committee to UPBAC. The committee consists of 16 members representing senior executives; faculty and staff senates and councils; and ASMSU. Each year the committee evaluates strategic initiatives, monitors environmental factors that may affect strategic planning

and formulates projections and reports on the achievements and outcomes from the previous year's plan. Based on the committee's work, the Five-year Vision Document is updated annually.

13. **Recycle Programs:** In 1990 MSU hired an outside recycling consultant who created a program specifically for MSU; however, it did not have supporting funding. In 2008, increased interest by students and efforts of the recycled materials markets have made it conducive to obtain on-campus recycling for white paper, aluminum, and plastics. While a student initiative, it is supported by Facilities with coordination by private enterprise.

a. Sustainability Programs

- i. **Sustainability Committee:** In 2008, MSU established a Sustainability Committee (www.montana.edu/sustainability) consisting of volunteers representing a broad range of constituencies of the campus community. Committee members are selected on the basis of their specific responsibilities related to their position; their particular expertise, knowledge or interest relating to the responsibilities of the committee, the campus in general; or to represent the interests of a particular constituent group. The committee defines sustainability as "Sustainability includes (but is not necessarily limited to) energy/resource management, conservation and stewardship as affected by systems, campus culture, transportation, the built environment, individual actions/behaviors, etc., for the long term benefit of the environment." The committee's primary purpose is to:
 - Provide a university framework to coordinate and advise sustainability efforts on a campus-wide basis.

- Advise the President regarding national, regional, institutional and community-based sustainability efforts.
 - Sponsor and guide the development of policies to increase and promote sustainability. As noted in the MSU Vision Statement, sponsor “a comprehensive Campus Sustainability/Energy Policy that includes guidelines for building energy conservation, new construction criteria, water conservation, transportation, purchasing, and recycling, with the goal of minimizing our impact on the environment, and develop and implement an educational outreach program.
 - Guide the development of a comprehensive plan (including proposed funding mechanisms and institutional structure to guide implementation) to address the Governor’s 20x10 Initiative, the President’s Climate Commitment, and other initiatives as appropriate.
- ii. ***Sustainable Construction Guidelines:***
 In 2007 the Montana Architecture and Engineering (A&E) Division created the A&E Design Guidelines/Standards detailing opportunities with construction for resource conservation and sustainable outcomes. The guidelines are the State’s expectations broadly expressed for all projects. Recognizing there is not a single formula that fits all projects, the expectation is that Montana desires to be a leader in sustainable design by building energy efficient and high performing environments for the occupants and exemplifying stewardship of resources including public funds. MSU Facilities Planning, Design and Construction is preparing construction specifications that will be included in the contractor’s package as part of the construction bidding process. It is intended to provide spe-

cific examples required outcomes in an effort to maintain a high-quality standard for all construction projects.

Additionally, initial discussions are underway to create High Performance Building Guidelines based on a U.S. Green Building Council, LEED promoted program. The intent is to collaborate with the University of Montana and State A&E to create a universal document that includes participation by all state agencies including MSU affiliates.

- iii. **LEED – Leadership in Energy and Environmental Design, U.S. Green Building Council:** Facilities has taken the initiative to increase the credentialed expertise available to the university in planning, designing, and construction management of projects. Multiple staff members have achieved LEED AP - Leadership in Energy and Environmental Design Accredited Professional credentials. LEED APs are building industry professionals who have demonstrated a thorough understanding of green building, sustainability issues, and the LEED Green Building Rating System of the U.S. Green Building Council, which is the nation’s predominant green building professional credential. Participation by LEED APs in the planning, design, and construction of registered projects increases the points received towards LEED building certification—a third-party whole-building performance rating of the resource efficiency and overall environmental quality of the building. MSU is incorporating these principles in new construction.
- iv. **Energy Conservation:** In 2008, Montana Governor Brian Schweitzer instituted the 2010 program, which requires state facilities to reduce their energy consumption by 10% by the year 2010. MSU has started a five-year, comprehensive energy conservation program by contracting with Integrated

Energy Solutions of Fort Collins, Colo. to search for, implement, and maintain energy savings. The focus of the program is on behavioral and low-cost, practical ways to reduce energy use and on instilling a culture of energy conservation among the campus community. A consultant was contracted to operate as an on-campus, full-time Resource Conservation Manager to ensure energy conservation efforts are implemented.

Facilities Services staff includes a credentialed Certified Energy Manager (CEM) engineer who provides oversight of MSU's energy and utility programs.

- v. **Recycling:** Waste recycling on campus diverts white paper, cardboard, metals, and plastics through student initiatives and private enterprise.
- vi. **Carbon Reduction Initiative:** MSU participates in the American Colleges and Universities Presidents' Climate Commitment in an effort to reduce the university's carbon footprint.
- vii. **Education:** MSU is a member and participates in AASHE – Association for Advancement of Sustainability in Higher Education.

Standard 8 – Summary and Analysis

The built environment, both the architecture and landscape, of MSU has a powerful effect on the success of recruitment and retention of students, faculty, and staff. Due to the increasingly competitive nature of higher education, industry organizations such as the Society for College and University Planning (SCUP) and the Ernest Boyer book *College: The Undergraduate Experience in America* (Harper and Row, 1987) speculate that the condition of the physical campus and its amenities play an increasingly significant role in the selection of a college.

Strengths

- MSU has implemented policies, programs, and initiatives which create and maintain a safe, dynamic, and valuable campus environment in support of the institution's mission.
- As stewards of the university's physical assets, both OFS and FPDC do an excellent job of planning, maintaining, and managing those assets to meet the constantly evolving demands of instruction and research, with very limited financial and human resources available.
- Facilities operations are staffed with experienced, dedicated professionals and competent leaders with valuable institutional knowledge who manage skilled journeymen employees, many of which specialize in trades not found anywhere else in Montana.
- Departments of University Services participate in the shared governance process by proactively advising constituent advisory boards and committees including: University Facilities Planning Board, Public Art Committee, Parking and Transportation Advisory Committee, Telecommunications Antenna Committee, ADA Task Force, Facilities Services Advisory Committee, Campus Sustainability Advisory Committee, Space Management Committee, and the Commemorative Tributes Committee.
- As a public, tax-supported institution of higher education, University Services maintains programs which help to responsibly and efficiently manage the physical, human, and financial resources to benefit the institution and the state's taxpayers, such as the Facilities Condition Inventory and Long Range Building Program processes.
- Self assessment enables MSU to continue to improve university facilities to keep pace with advancing technologies and meet changing expectations.

Challenges

- As a public institution of higher education, MSU shares in allocated appropriation funds, and therefore funding levels received

for deferred maintenance and capital development is a function of the economy and state's budget process.

- While MSU's maintenance and capital development funding is largely dependent on state appropriations through the legislative funding process which varies widely with the state's economy, the facilities condition assessment and capital planning process have been instrumental in garnering significant deferred maintenance and capital improvement funding over the last 5-6 biennia. Continued focus on maintenance assessments and project accountability may pay dividends.
- The age of MSU's building inventory spans parts of three centuries. Some teaching spaces, including teaching labs, studios, seminar rooms, and classrooms, are aesthetically dated and require new furnishings including acoustics, wall and floor finishes, seating, and efficient lighting. MSU is establishing a tiered system of classroom types and design/finish levels that is intended to increase the variety of updated and well-equipped classrooms (including seminar-sized rooms) to meet instructional styles and pedagogical goals. However, classroom improvements will continue to rely on sporadic legislative funding and residual funding from the general major maintenance accounts.
- MSU is currently implementing classroom scheduling software (AD-ASTRA) intended to increase the inventory of classrooms managed by the Registrar's Office to meet the goals of increasing productive utilization of rooms and conserve existing classroom space resources. However, it has required a long-term, phased implementation to reduce disruption to business operations.
- With the completion of the Long Range Campus Development Plan in early 2009, a broadly subscribed and comprehensive guide to future development is in place. However, committed resources will be required to implement and update the plan in the future, and also for the continued in-house development of essential supple-

mental plans including the Utility Master Plan, Transportation and Wayfinding Plan, Landscape Master Plan, Design Guidelines, and Construction Standards.

Standard 8 – Support Documentation

Appendix 8.1. *MSU – Campus Improvements 1998-2008* map,

Appendix 8.2. *2008 Long Range Campus Development Plan*

Appendix 8.3. *2008 Effective and Innovative Practices Award*, APPA/Association of Higher Education Facilities Officers

Appendix 8.4 2008 Faculty Survey

1. Campus Maps
 - i. ten years ago
 - ii. today
 - iii. Staging/construction map
 - iv. Campus Improvements (1998-2008) map
 - v. ADA Maps
2. Utility Drawings
3. Building Floor Plans
4. LRBP list for the 2011 and 2013 biennia
5. Major projects list (1998-2008) to include Gaines, Chemistry Biochemistry, SUB, Blackbox, Marga Hosaeus Fitness Center
6. Capital Improvements Plan
7. Project Renderings
8. University Services Policy Statements – as they apply to facilities
 - i. University Police
 - ii. S&RM
 - iii. FPDC
 - iv. O&M P
 - v. Auxiliary Services
 - vi. IT
9. ADA Programs
10. Awards
 - a. APPA 2008 Effective and Innovative Practices Award
11. Property acquisitions/sales (1998-2008)
12. Space utilization studies

- | | |
|--|---|
| 13. Surveys and associated results | (Utilities, Landscape, Housing plans, |
| 14. Committee Bylaws (Public Art Committee, Classroom Committee, Telecommunications and Antenna Committee) | Executive Summary brochure) |
| 15. LRCDP Master Plan | 16. Existing equipment inventory lists |
| i. Associated addenda documents | 17. Schedule replacements for equipment |
| | i. Registrar Classrooms |
| | ii. Computer Facilities |
| | iii. Research Facilities |

Endnotes for Standard 8

- ¹ See Appendix 8.3
- ² <http://www.montana.edu/accessibility/accessibilitymap.pdf>
- ³ <http://www.montana.edu/wwwsrn/>
- ⁴ <http://www2.montana.edu/policy/property/images/Appendix%20D.pdf>
- ⁵ http://www.montana.edu/campusplan/MSUCampusPlan/LRCDP_package.pdf
- ⁶ <http://www.montana.edu/campusplan/>
- ⁷ <http://www.montana.edu/msualert/>
- ⁸ <http://www.facilities.montana.edu/committees/ufpb/>
- ⁹ <http://www.montana.edu/opa/coms/space.html>
- ¹⁰ http://www2.montana.edu/policy/commemorative_tributes_policy_09_07_07.htm
- ¹¹ <http://www.facilities.montana.edu/committees/ofsc/>
- ¹² <http://www.montana.edu/opa/coms/ptac.html>
- ¹³ <http://www.montana.edu/opa/coms/upbac.html>
- ¹⁴ <http://www.montana.edu/opa/coms/csac.html>

Institutional Integrity **9** Integrity



PHOTO BY STEPHEN HUNTS

9 Institutional Integrity

Integrity



PHOTO BY KELLY GORHAM

Standard 9.A. – Integrity

9.A.1 The institution, including governing board members, administrators, faculty, and staff subscribes to, exemplifies, and advocates high ethical standards in the management and operations and in all of its dealings with students, the public organizations, and external agencies.

The relationship between the university and its constituents is the foundation upon which Montana State University's (MSU) reputation is built. At MSU, institutional integrity is taken seriously and is exemplified in its policies and practices. State law and the policies of the Montana University System

(MUS) Board of Regents (BOR) and MSU govern the behavior of all MSU employees. These laws and policies are communicated to, and form the basis of, the expectations for faculty, staff, students, and the public in their interaction with the university.

State Law

The State of Montana has adopted a code of ethics and standards of conduct which apply to all state employees, including MSU administrators, faculty, and staff. MSU applies and enforces these ethical requirements through its policies and procedures. The standards of conduct applicable to state employees in Montana can be found in *Title 2, Chapter 9, Montana Code Annotated*.¹

MUS Board Of Regents Policy And Procedures

The BOR maintains a written Policy and Procedures Manual that includes all policies applicable to the units of MUS. These policies provide the framework for the university system's policies regarding academic freedom, ethical conduct, and conflict of interest. These policies articulate a balanced and fair approach for MSU's dealings with the public, its students, and its employees. These policies are adopted and, when necessary, revised by the BOR or the State of Montana.

Msu Policies And Procedures

MSU maintains written policies and [procedures](#)² that govern all aspects of MSU's operations and governance. These policies are adopted through a campus-wide procedure that allows for dissemination of proposed policies for campus comment and for opportunities to propose new or revised policies. See, e.g., [Development of an Operating Policy/Procedure](#).³

Specific Policies And Procedures Related To Institutional Integrity

MSU is committed to fulfilling its mission with integrity and in full compliance with state and federal ethics and conflict-of-interest laws and regulations, and with BOR policy. MSU employees' ethical conduct is governed by:

- Montana law, Standards of Conduct—Code of Ethics, Title 2, Chapter 2, Part 1 [M.C.A.](#)⁴ These statutes “set forth a code of ethics prohibiting conflict between public duty and private interest as required by the constitution of Montana.”
- Federal regulations governing sponsored research. The National Institutes of Health requires institutions receiving funding to have a conflict-of-interest policy that complies with its regulations found [online](#).⁵
- BOR Policy § 770, Conflicts of [Interest](#).⁶ This policy requires each unit of the MUS to adopt a conflict-of-interest policy and requires annual disclosure of conflicts by employees.
- BOR Policy § 407, Approval of MUS Employee Equity Interest and/or Business [Participation](#).⁷ This policy authorizes university inventors to hold equity interests and to participate in the company that licenses the inventor's technology from MSU.
- MSU's Conflict-of-Interest [Policy](#).⁸ This policy establishes MSU's commitment to fulfilling its mission with integrity and in full compliance with state and federal ethics and conflict-of-interest laws and regulations, and with BOR Policy. “It is the policy of the University that in all of its activities—the education of students; the design, methods of analysis, interpretation, and reporting of research; the hiring and supervision of staff; the procurement of materials and services; and all other tasks incidental to its mission—it shall endeavor to be free of undue influence or bias that may result from conflicts of interest.” This policy, which applies to all MSU employees, sets forth guidance on identifying potential conflicts of interest and requires annual disclosure of conflicts of interest for faculty and contract professional employees.
- MSU's Nepotism [Policy](#).⁹ This policy puts into place protections to prevent nepotism in MSU employment and contracting.
- BOR Policy § [401.1](#)¹⁰ and MSU's Consulting Policy, Faculty Handbook § 1130 et [seq.](#)¹¹ These policies govern faculty private consulting and professional practice outside of MSU.

Faculty

Specific policies governing the ethical and professional standards of the faculty are also found in the *Faculty Handbook*¹² [Section 420.00](#).¹³ These policies specify that the faculty and administration of MSU are responsible for assuring the highest ethical and professional standards and behavior in:

1. working with undergraduate and graduate students, including the elimination of racial, ethnic, and sexual prejudice and harassment from the classroom and the entire university community;

2. working with faculty and staff;
3. performing their contracted responsibilities, including the employment and use of graduate assistants or adjunct faculty and staff;
4. working with public and private agencies, organizations, and businesses;
5. preventing conflicts of [interest](#)¹⁴ and reporting work done outside [MSU](#);¹⁵
6. conducting peer review for all faculty members;
7. conducting research, creative activity, and research [misconduct](#);¹⁶
8. adhering to standards for bio-safety, research utilizing human and animal subjects, and the use of radioactive [materials](#);¹⁷
9. respecting confidentiality and privacy in the use of information [systems](#);¹⁸
10. respecting copyright and patent [requirements](#);^{19, 20}
11. participating in university planning and governance; and
12. reporting alleged breaches of ethical standards to appropriate [bodies](#).²¹

Classified and professional contract employees

Montana State law establishes standards of conduct for public employees, including university employees. Under state law, university employees may not:

- use public time, facilities, equipment, supplies, personnel, or funds for private business purposes;
- engage in a substantial financial transaction for private business purposes with a person whom the employee inspects or supervises in the course of official duties;
- assist any person for a fee or other compensation in obtaining a contract, claim, license, or other economic benefit from the university;
- assist any person for a contingent fee in obtaining a contract, claim, license, or other economic benefit from any agency;

- perform an official act directly and substantially affecting to its economic benefit a business or other undertaking in which the employee either has a substantial financial interest or is engaged as counsel, consultant, representative, or agent; or
- solicit or accept employment, or engage in negotiations or meetings to consider employment, with a person whom the officer or employee regulates in the course of official duties without first giving written notification to the officer's or employee's supervisor and department director.

The professional and ethical behavior of faculty, classified, and professional contract employees are also addressed in the *MSU Personnel Policies and Procedures Manual*.²² Specific guidelines are given regarding sexual harassment, outside consulting, equal opportunity/affirmative action, and drug and alcohol abuse. Standardized employment procedures are provided for recruitment, hiring, training, probation, evaluation, retirement, and termination of employees.

Students

Policies governing student ethics and integrity are described in the *Student Academic Conduct and Grievance Guidelines*.²³

9.A.2 The institution regularly evaluates and revises as necessary its policies, procedures and publications to ensure continuing integrity throughout the institution.

MSU's standards for developing operating policies and procedures require a regular schedule for review and revision. The standards also allow for any person to recommend "updating, revising, or canceling" an operating policy. See, Section 220.00, Operating Policies and Procedures for Montana State University [Campuses](#).²⁴ The MSU Faculty Handbook is revised annually and revisions are posted on the MSU website as well as announced through Faculty Senate as described in the Faculty [Handbook](#)²⁵ and Faculty Handbook — [Appendices](#).²⁶ The

undergraduate and graduate catalogs are revised at least biannually.

9.A.3 The institution represents itself accurately and consistently to its constituencies, the public and prospective students through its catalogs, publications and official statements.

MSU is committed to open, honest, and direct communication with students, faculty, staff, and the public regarding the operations of MSU and its accomplishments, achievements, and challenges. State law specifically provides for rights of public participation and requirements for open meetings and records that create the basis for MSU's actions and interactions with the public regarding its operation as a state land-grant university. The Montana Constitution specifically incorporates the public's right to participate in the operations of [government](#)²⁷ and the right to examine documents and observe [deliberations](#).²⁸ These provisions are also incorporated in state statutes governing open [records](#),²⁹ open [meetings](#),³⁰ and public [participation](#).³¹ MSU has also adopted specific policies regarding public [participation](#)³² and open [meetings](#).³³

MSU maintains an open, public budgeting and planning process through the University Planning, Budget, and Analysis Committee ([UPBAC](#)).³⁴ The committee's website is designed to help keep constituents of MSU informed of current activities of committees that are part of these planning and

budgeting processes. This website contains documents outlining the process concepts, committee agendas and minutes, and other pertinent information.

MSU is committed to shared governance and encourages employee, student, and public involvement in university decision making. The Office of Planning and Analysis (OPA) maintains a website that is used to provide data to the public about MSU, its budget, and its programs as described in the Finance and Budget [Data](#).³⁵ All MSU policies are communicated to faculty, staff, students, and the public through the MSU Policy and Procedure [website](#).³⁶ MSU has also adopted expectations regarding both students and faculty regarding [academic responsibilities](#).³⁷

The *MSU Undergraduate Catalog*³⁸ and *Graduate Catalog*³⁹ are the primary publications for communicating with students. The catalogs are reviewed regularly and kept current with the most accurate information available.

The Office of Communications and Public Affairs ([OCPA](#))⁴⁰ manages MSU communications with external constituents, promoting the accomplishments of students, faculty, staff, and alumni. These communications activities utilize print and broadcast media, the MSU website, as well as printed publications. MSU is committed to providing consistent and accurate information to the media on a timely basis even if it is in regard to incidents and issues of a potentially negative [nature](#).⁴¹

OCPA provides oversight of general campus marketing efforts, and represents MSU in media relations and campus emergency information services. The Vice President of the OCPA acts as the official MSU spokesperson and serves as the liaison to the state legislature for MSU.

Institutional policies also govern the content and presentation of information online. This web policy requires appropriateness, currency, and accuracy.

All official, institutional, local, and personal webpages represent MSU; therefore, all information presented must comply with existing law and university policy, including:



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- Acceptable Use [Policies](#)⁴² for MSUnet and Summitnet,
- BOR Information Technology [Policies](#),⁴³
- MSU-Bozeman Website [policy](#)⁴⁴ and Web Format and Content [Guidelines](#).⁴⁵

9.A.4 Institutional policy defines and prohibits conflict of interest on the part of the governing board members, administrators, faculty and staff.

BOR Policy [770](#)⁴⁶ governs conflicts of interest for MUS employees and supplements state ethics laws. Employees of the MUS “must endeavor to avoid actual or apparent conflicts of interest between their university system duties and obligations and their personal activities, and between their university system duties and obligations and their professional activities outside the university system.”

Each unit of the MUS is required to maintain a written conflict-of-interest policy consistent with BOR policy and state law. Annual disclosures of conflicts are required as well as the management and oversight of disclosed conflicts. An annual report is sent to the BOR which summarizes campus conflicts management statistics.

MSU has adopted a Conflict-of-Interest [Policy](#)⁴⁷ which applies to all employees. The policy requires disclosure of conflicts of interest and, if appropriate, written plans for conflict management when conflicts are disclosed.

9.A.5 The institution demonstrates, through its policies and practices, its commitment to the free pursuit and dissemination of knowledge consistent with the institutions’ mission and goals.

BOR Policy [302](#)⁴⁸ endorses academic freedom for the MUS. The portion of the 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors (AAUP) set out below is endorsed by the BOR.

Academic Freedom

- (a) Teachers are entitled to full freedom in research and in the publication of the

results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

- (b) Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter that has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
- (c) College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Therefore they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.

The BOR places particular emphasis on paragraphs (b) and (c) of the above statement relating to the responsibilities as well as the privileges that members of the profession and professional organizations associate with this important concept of American life.

MSU has adopted this policy which is described in **Section 410, MSU Faculty Handbook**.⁴⁹ Academic freedom is honored at MSU and it should be noted that 78.3% of faculty responding to the faculty survey agreed that they are allowed academic freedom to pursue research and creative activity, while 17.4% neither agreed nor disagreed. Only 4.4% of faculty disagreed.

Since the last accreditation, MSU has accomplished specific projects that reflect and enhance institutional integrity. These include:

1. Establishing a strong system of shared governance, assessment, and [accountability](#);⁵⁰
2. Developing the Five-year Vision [Document](#)⁵¹ prepared with input through shared governance committees, and emphasizing institutional accountability;
3. Developing and implementing a coordinated system for identification, reporting, and management of conflicts of interest. Extensive training of all employees was undertaken as set forth in the required training plan under the BOR conflict-of-interest policy;
4. Establishing [UPBAC](#)⁵² to guide university planning, establish university priorities, and guide budget decisions;
5. Establishing a Research Compliance [Committee](#)⁵³ responsible for “designing, implementing, and overseeing a Research Compliance Program at MSU” in accordance with generally accepted elements of effective compliance programs;
6. Establishing a Fiscal Misconduct [Policy](#)⁵⁴ and establishing an Internal Audit [web-site](#)⁵⁵ to assist departments in maintaining fiscal integrity; and
7. Reporting to the legislature the university’s progress on shared policy goals identified by the legislature and the MUS.

Standard 9 – Summary and Analysis

Strengths

- MSU maintains high ethical standards for the conduct of university business. These standards have been revised recently to address revisions of the conflict of interest requirements established by the Montana Board of Regents.
- In 2008, MSU provided in-person training to 700-800 employees concerning conflict of interest and ethics.

- MSU has implemented employee reporting requirements for conflicts of interests and develops appropriate management plans for conflicts reported.

Challenges

- MSU will need to maintain regular education and training on issues of ethics for administration, faculty, and staff.
- MSU will need to incorporate appropriate ethical standards as part of the faculty collective bargaining agreements it will begin to negotiate in the fall of 2009.

Standard 9 – Supporting Documentation

Appendix 9-A

- BOR Policy and Procedures Manual: <http://www.montana.edu/accreditation/accredLinks/st9/mus.edu/borpol/default.asp>
- MSU Policies and Procedures: <http://www.montana.edu/accreditation/accredLinks/st9/www2.montana.edu/policy>

Appendix 9-B

- MSU Faculty Handbook: http://www.montana.edu/accreditation/accredLinks/st9/www2.montana.edu/policy/faculty_handbook

Appendix 9-C

- Business Procedures Manual: http://www.montana.edu/accreditation/accredLinks/st9/www2.montana.edu/policy/business_manual/

Appendix 9-

- Personnel Policies Manual: <http://www.montana.edu/accreditation/accredLinks/st9/www2.montana.edu/policy/personnel/>

Appendix 9-E

- Principal Investigator Guide: <http://www.montana.edu/accreditation/accredLinks/st9/www.montana.edu/wwwvr/grants/piman.html>

Appendix 9-F

- Board of Regents Policy 302, Academic Freedom: <http://www.montana.edu/accreditation/accredLinks/st9/mus.edu/borpol/bor300/302.htm>

Appendix 9-G:

- Board of Regents Policy 770, Conflict of Interest: <http://www.montana.edu/accreditation/accredLinks/st9/mus.edu/borpol/bor700/770.htm>

Appendix 9-H

- Promotional Materials: <http://www.montana.edu/accreditation/accredLinks/st9/www.montana.edu/level2/prospectivestudents.php>

Appendix 9-I

- Faculty Handbook 420, Ethical and Professional Standards: http://www.montana.edu/accreditation/accredLinks/st9/www2.montana.edu/policy/faculty_handbook/fh400.html

Appendix 9-J

- MSU Conduct Guidelines and Grievance Procedures for Students: http://www.montana.edu/accreditation/accredLinks/st9/www2.montana.edu/policy/student_conduct/student_conductc-code.htm

Appendix 9-K

- Promotional Material News Releases and Statements: MSU Points of Excellence - <http://www.montana.edu/accreditation/accredLinks/st9/www.montana.edu/cpa/poe/learning.php>
<http://www.montana.edu/accreditation/accredLinks/st9/www.montana.edu/cpa/news/http://www.montana.edu/accreditation/accredLinks/st9/www.montana.edu/cpa/news/msuinmedia.php>

Appendix 9-L

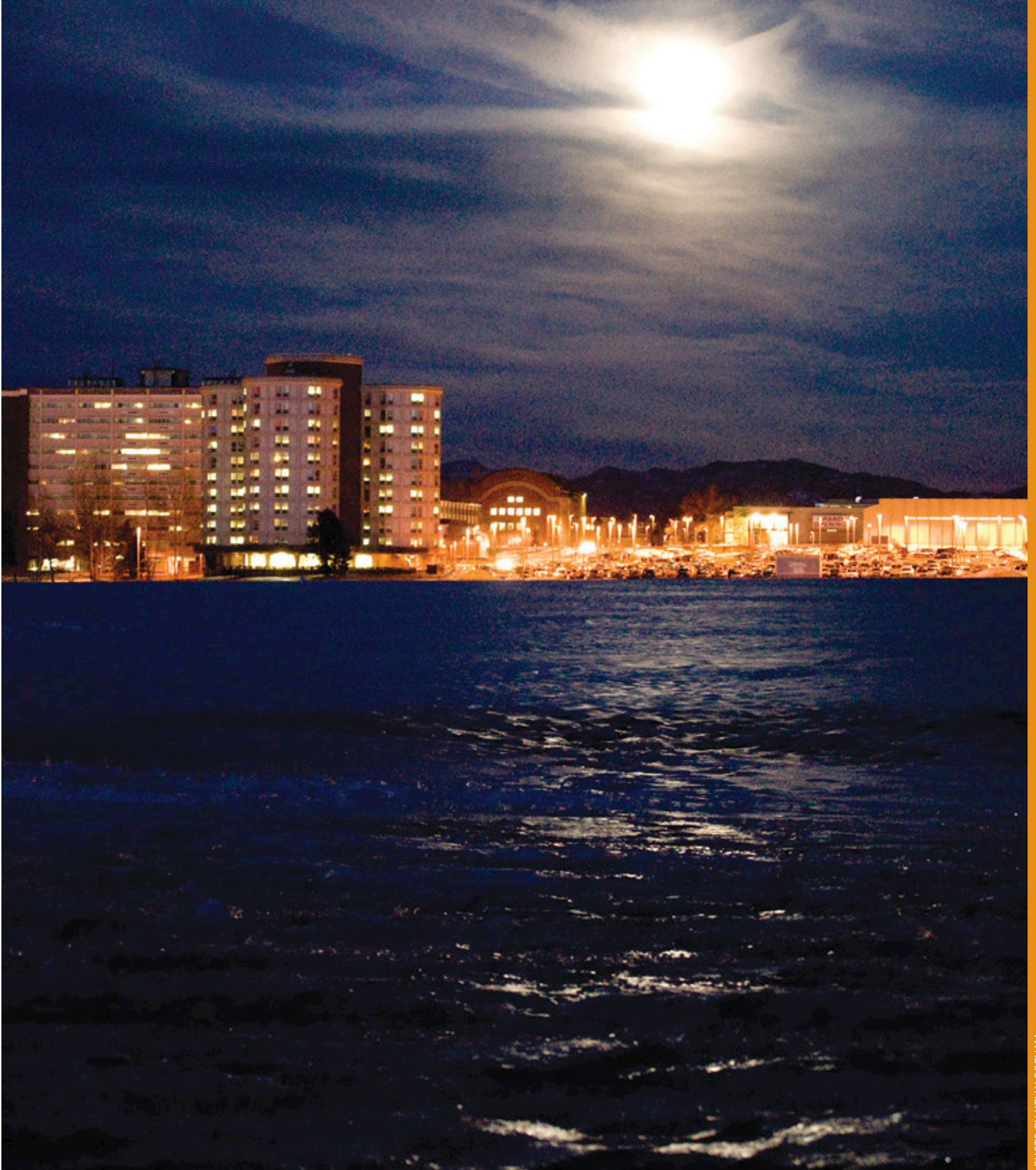
- Web Policy: <http://www.montana.edu/accreditation/accredLinks/st9/www.montana.edu/cpa/webcom/>

Endnotes for Standard 9

- ¹ http://data.opi.mt.gov/bills/mca_toc/2_2.htm
- ² <http://www2.montana.edu/policy/>
- ³ http://www2.montana.edu/policy/operating_policy/
- ⁴ http://data.opi.state.mt.us/bills/mca_toc/2_2_1.htm
- ⁵ http://grants.nih.gov/grants/compliance/42_CFR_50_Subpart_F.htm
- ⁶ <http://www.mus.edu/borpol/bor700/770.htm>
- ⁷ <http://www.mus.edu/borpol/bor400/407.htm>
- ⁸ http://www2.montana.edu/policy/conflict_of_interest/coi_policy_04_2008.htm
- ⁹ <http://www2.montana.edu/policy/personnel/per400.html#430.00>
- ¹⁰ <http://www.mus.edu/borpol/bor400/401.htm>
- ¹¹ http://www2.montana.edu/policy/faculty_handbook/fh1100.html#1130.00
- ¹² http://www2.montana.edu/policy/faculty_handbook/
- ¹³ http://www2.montana.edu/policy/faculty_handbook/fh400.html
- ¹⁴ http://www2.montana.edu/policy/faculty_handbook/fh400.html#440.00
- ¹⁵ http://www2.montana.edu/policy/faculty_handbook/fh1100.html#1130.00
- ¹⁶ http://www2.montana.edu/policy/faculty_handbook/fh400.html#430.00
- ¹⁷ <http://www.montana.edu/wwwvr/osp/institutionalreview.html>
- ¹⁸ <http://www.montana.edu/wwwvr/osp/institutionalreview.html>
- ¹⁹ http://www2.montana.edu/policy/faculty_handbook/fh900.html#910.00
- ²⁰ http://www2.montana.edu/policy/faculty_handbook/fh900.html#920.00
- ²¹ http://www2.montana.edu/policy/faculty_handbook/fh400.html#434.01
- ²² <http://www2.montana.edu/policy/personnel/>
- ²³ http://www2.montana.edu/policy/student_conduct/student_conductc-code_2007-2008.htm
- ²⁴ http://www2.montana.edu/policy/operating_policy/
- ²⁵ http://www2.montana.edu/policy/faculty_handbook/
- ²⁶ http://www2.montana.edu/policy/faculty_handbook/fhapp.html

- 27 <http://data.opi.mt.gov/bills/mca/Constition/II/8.htm>
- 28 <http://data.opi.mt.gov/bills/mca/Constition/II/9.htm>
- 29 http://data.opi.mt.gov/bills/mca_toc/2_6.htm
- 30 http://data.opi.mt.gov/bills/mca_toc/2_3_2.htm
- 31 http://data.opi.mt.gov/bills/mca_toc/2_3_1.htm
- 32 http://www2.montana.edu/policy/public_participation_policy_03_2008.htm
- 33 http://www2.montana.edu/policy/open_meetings/
- 34 <http://www.montana.edu/upba/>
- 35 <http://www.montana.edu/opa/financebudgetindex.html>
- 36 <http://www2.montana.edu/policy/>
- 37 http://www2.montana.edu/policy/student_conduct/student_conductc-code_2007-2008.htm
- 38 <http://www.montana.edu/wwwcat/>
- 39 <http://www.montana.edu/gradstudies/catalog.shtml>
- 40 <http://www.montana.edu/cpa/>
- 41 http://www2.montana.edu/policy/media_policy/
- 42 http://www2.montana.edu/policy/computing_manual/comp400.html
- 43 <http://www.mus.edu/borpol/bor1300/bor1300.asp>
- 44 http://www2.montana.edu/policy/computing_manual/comp300.html
- 45 <http://www.montana.edu/misc/guidelines.html>
- 46 <http://www.mus.edu/borpol/bor700/770.htm>
- 47 <http://mus.edu/borpol/bor300/302.pdf>
- 48 <http://www.mus.edu/borpol/bor300/302.pdf>
- 49 http://www2.montana.edu/policy/faculty_handbook/fh400.html
- 50 <http://www.montana.edu/president/prescomm/leadership.html>
- 51 <http://www.montana.edu/vision/>
- 52 <http://www.montana.edu/upba/index.html>
- 53 <http://www.montana.edu/wwwvr/RCC/rcc%20index.html>
- 54 http://www2.montana.edu/policy/internal_audit/audit200.html
- 55 <http://www.montana.edu/wwwaudit/internalcontrol.html>

Summary and Conclusions



Summary and Conclusions



PHOTO BY STEPHEN HUNTS

Evolution and growth at any university provides an opportunity to re-examine long-standing practices and explore new relationships and avenues for institutional advancement. At Montana State University that dynamic is on-going and will likely continue indefinitely. This self-study process has greatly assisted MSU in examining those elements of evolution and growth since its last comprehensive review in a manner that is both conscientious and thorough. A major outcome of this endeavor for Montana State is a broad-based perspective of strengths, challenges, and opportunities that will well-serve the university and its constituencies for years to come.

One conclusion that comes to the fore in this self-analysis is the breadth and depth of

the accomplishments that MSU has achieved over the past ten years. A key ingredient of these accomplishments has been the efficacy of the planning and analysis efforts of the university, as exemplified by the work of the University Planning, Budget and Analysis Committee (UPBAC) and by a maturation of the shared governance process at MSU. Additionally, the stability of institutional leadership over recent years has helped assure that strategic initiatives have been implemented and monitored so that they will result in long term benefits for Montana State University.

Some specific examples of notable achievements over the past decade include the attainment of the highest classification for research universities by the Carnegie Foundation for the Advancement of Teaching.

Associated with this designation has been the substantial increase in faculty research productivity as measured by grants and contracts activity and other indices. Furthermore, MSU has enhanced its campus infrastructure, with newly constructed buildings such as the Chemistry/Biochemistry Research Building, the Animal Bioscience Building, and major renovations to Gaines Hall, the Hosseus Health and Physical Education Complex, and the Strand Union Building.

Less obvious, but equally important, evolutionary changes include the focus on student success, and the development of programs and services to improve recruitment, retention and graduation of students. Those efforts reflect, in part, the reality that MSU is becoming more dependent upon tuition revenues and extramural support to fulfill its mission. Academic programs continue to be reviewed and revised, with new programs established and others eliminated, to help address the changing aspirations of students, and to be responsive to the economic needs of the state and nation. MSU has also devoted significant effort to the enhancement of its business practices with notable improvements in web-based services now available for students, faculty and staff.

Despite an extended period during which Montana State University has experienced positive growth and steadiness of purpose, the challenges facing MSU are many, multi-faceted and serious in scope and impact. Given the current economic environment that the university and the state presently face, those challenges will need to be addressed with even more emphasis upon fiscal prudence and focus on financial sustainability.

The University Core Values and General Principles for Resource Allocation decisions that were adopted by MSU in 2002 are considered by all constituencies to be cornerstones of our future plans and actions. Those values and principles include the following:

Core Values

- 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 in the global marketplace

Resource Allocation Principles

- 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 reflect strategic planning, institutional priorities, and productivity
- Our budget decisions must be based upon relevant data

MSU remains confident that these values and principles will provide appropriate guidance towards fulfillment of our mission and goals.

The continuing challenge of recruitment and retention of quality MSU employees, at all levels of the institution, remains a significant issue. Given the relatively low level of general operation funds available to support its mission and goals, MSU faces ongoing difficulties in remaining nationally competitive for compensation of employees, especially for administrative, professional and faculty personnel. Although recent economic conditions may help minimize the urgency of this situation, it will likely remain a significant issue for the foreseeable future.

Financial constraints have also adversely affected the ability of MSU to address deferred maintenance issues and space limitations appear to be growing in importance. Operations budgets in most units are arguably inadequate to meet the expectations for performance of the unit. Despite the level of investment in information technology that MSU has made in recent years, the university

remains significantly challenged to keep up with the needs of the institution in this area to support its goals and vision.

Although progress has been made in the scope and sophistication of its assessment activities, MSU recognizes that additional efforts will be necessary to reap the full benefits from an integrated, comprehensive assessment and evaluation program. While this need certainly exists with respect to some of its educational programs, Montana State also acknowledges that further work at the institutional level is appropriate to support the goal of public accountability and a *modus operandi* of continuous quality improvement.

Whatever the assessed strengths and challenges of Montana State University may be,

almost assuredly there is unanimity that there are tremendous opportunities for making MSU a better institution in the future. This self-study report has provided the university with an extremely valuable tool that will serve as a guide for subsequent visioning and planning activities. This process has reaffirmed the inherent positive attributes of MSU and brought to sharper focus those areas where improvements can be made. In conclusion, the net result of this overall endeavor has been an increased sense of satisfaction among all participants in recognizing what has been achieved over the past ten years and a true sense of optimism as to how much might be accomplished for the future.



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EXCEL

DISCOVER

CONNECT



CREATE

EXPLORE

SERVE

